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ABSTRACT

This study was designed to identify and document programs and practices that demonstrated responsible success with special needs students in the areas of assessment, prevocational training, support services, coping skills, counseling, basic educational skills, and job placement. Data were obtained from more than 121 programs and from 16 visited sites. The programs were identified by state personnel, technical panel members, consultants, practitioners in the field, a review of the litearture, and staff of the National Center for Research in Vocational Education. Educational need areas of the special students in these programs were identified as adequate assessment of interests and abilities, personal coping and communication skills, remedial basic education skills, special prevocational training, and supplemental support services. The major strengths of the programs were found in the kinds of practitioner interventions that correspond to the critical needs areas. The major interventions were the use of the following: (1) diagnostic tools; (2) activities to aid students in coping with interpersonal and economic problems; (3) individualized, self-paced remedial education in basic skills; (4) activities to increase occupational awareness and increase opportunities for work experience; and (5) supportive services. The study can serve as a basis for the development of preservice and inservice training materials for vocational teachers, counselors, and administrators. (Author/KC)

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Research and Development Series No. 156

EXEMPLARY PROGRAMS AND PRACTICES IN VOCATIONAL EDUCATION FOR LEARNERS WITH SPECIAL NEEDS

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A Final Report
On A Project Conducted Under
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FOREWORD

There is a need for more effective programs and practices in vocational education to better serve special needs subpopulations. Special needs students are identified in this study as those who are disadvantaged, linguistically different, handicapped, migrants, members of ethnic/racial minorities, gifted and talented, and persons in correctional institutions. Presently, there is a need to identify teacher, counselor, and local administrator practices which provide greater access to vocational programs and which increase the chances of the special needs student to perform well and complete the program.

This project, Identification of Exemplary Vocational Education Programs and Practices for Learners with Special Needs, was sponsored by the Bureau of Occupational and Adult Education under the terms of the U.S. Office of Education contract with the National Center for Research in Vocational Education. The project was undertaken to identify and document programs and practices which may be useful in increasing access to and performance levels in vocational education for special needs learners. This publication is intended to provide a review and synthesis of nominated exemplary vocational programs across the country, and to provide teachers, counselors, and local administrators with a resource list of key agencies and associations for each special needs group.

The National Center is particularly indebted to Sharon Malak, program director, Patricia Worthy Winkfield, project director, and Lynn Brant, Lorraine Cordova, Betty Denniston, Gonzalo Garcia, Leila Hutchison, Marion Johnson, Faith Justice, Nancy Lust, and Freddie L. Williams for carrying out the work of the project. Significant contributions were made to the project by its technical panel: Ruth Brown, Regional Consultant/Specialist-Special Programs, Maryland State Department of Education; Edgar G. Epps, Professor of Urban Education, Department of Education, University of Chicago; Ruth M. Glick, Chief, Correctional Planning, California Department of Corrections; Severo Gomez, Associate Commissioner of Education, Educational Programs for Special Populations, Texas Education Agency, and Burton W. Kreitlow, Professor of Adult Education, Department of Continuing and Vocational Education, University of Wisconsin. Gratitude is expressed for the work of the following consultants: Nedra Clark, Education Supervisor, Broward Correctional Institution, Pembrooke Pines, Florida; Mary M. Frasier, Gifted Program Coordinator, Department of Educational Psychology, University of Georgia; Albert Griffith, Assistant Professor, Counselor Education, Boston University; Richard A. Macer, Assistant Director, Vocational Education, Special Needs

Services, Ohio State Department of Education; Lyman Pierce, Executive Director, American Indian Training and Employment Program, American Indian Business Association, Chicago, Illinois; and Dianne Tobin, Project Associate, John Hopkins University.

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Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

ABSTRACT

More effective practices are needed for working with special needs subpopulations in vocational education. There is a need to provide better access to vocational programs and to improve performance levels in programs for these students. The special needs groups are identified as those who demonstrate educational and/or economic deficiencies and require a modification of traditional elements in the teaching/learning process in order to realize their full potential. Specifically, they are handicapped, gifted and talented, bilingual or linguistically different, persons in corrections, and members of ethnic/racial minority groups, e.g., Black Americans, American Indian, Hispanics, Asian Americans, and Appalachian White.

This study, Identification of Exemplary Vocational Education Programs and Practices for Learners with Special Needs, was designed to identify and document programs and practices which demonstrated responsible success with special needs students in the areas of assessment, prevocational training, support services, coping skills, counseling, basic education skills and job placement. Data were obtained from over 121 programs and from sixteen visited sites. The programs were identified by state personnel, technical panel members, consultants, practitioners in the field, a review of the literature, and National Center staff.

Educational need areas of the special students in these programs were identified as adequate assessment of interests and abilities, personal coping and communication skills, remedial basic education skills, special prevocational training, and supplemental support services. These need areas require different and more intense teacher, counselor, and local administrator interventions for special needs learners than for students who do not require special help.

The major strengths of the identified programs were found in the kinds of practitioner interventions which correspond to the critical need areas. The major interventions were the use of: diagnostic tools appropriate to the special needs learner; activities designed to aid the disadvantaged or handicapped student in coping with interpersonal and economic problems; individualized, self-paced instruction to help special needs students in remedial basic education areas; activities which enhance occupational awareness, and increase opportunities for both paid and unpaid work experience; and supportive services which involve interagency and community cooperation.

The information contained in this study will serve as a basis for the development of pre-service and inservice training materials for vocational teachers. counselors, and local administrators. Implications are also present for policy planning, curriculum development, and counseling.

I. INTRODUCTION

Background of the Study

This research study was designed to aid in improving the vocational education opportunities of special needs persons who experience educational disadvantages, are handicapped, bilingual, gifted and talented, migrants, members of ethnic and racial minority groups, or are in correctional institutions. The 1968 and 1976 Amendments to the Vocational Education Act represent a legislative thrust toward the education of special needs subpopulations. The 1976 Amendments provide special funds for the vocational education of the disadvantaged, bilingual, American Indian, and the handicapped student. However, the need for increased access to and improved performance within vocational programs for learners with special needs prevails.

The extent of the problem is evident in an article by Jensen in which he describes a national study which identified over 4,500,000 disadvantaged students at the secondary level whose vocational educational needs were not being met.[1] The educational system has been designed to meet the needs of more typical students. More effective practices are necessary for assisting special learners in vocational education. Davis adds that one of the goals of vocational education is to modify existing programs where necessary to accommodate the disadvantaged student.[2] The special appropriations provided in the 1976 Vocational Education Amendments have made it possible for the development of more programs with specific components to meet the educational and vocational needs of special learners. In a discussion of numerous issues relative to vocational education Swanson adds that, "Responsibility to address the educational needs of minorities, the disadvantaged, and the handicapped is a fully accepted mission of the field".[3] However, the development of vocational programs that provide services to special needs students which can assist in eliminating barriers to successful performance in vocational education is a critical issue. Wall writes, "the success of special group programs rests in treating the specific problems that prohibit such persons from participating in regular vocational educational programs, while simultaneously taking into account their occupational needs."[4]

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[1] Richard N. Jensen. "Equal Access for the Disadvantaged. The Need to Break Some Barriers." American Vocational Journal, September, 1977. p. 28.

[2] Edward Davis. Vocational Education Programs for the Disadvantaged Student. Paper presented at the Vocational Education Leadership Development Conference, Atlanta, Georgia. April, 1976, p. 8.

[3] Gordon J. Swanson. "Vocational Education: Fact and Fantasy." Phi Delta Kappan, October, 1978. p. 89.

Special learners can benefit from services to assist them in meeting their specific educational and vocational needs whether they are mainstreamed in regular programs or enrolled in special vocational programs.

The identification of components which combine to form programmatic services which facilitate access to and performance in vocational education programs for learners with special needs is vital. A review of related literature indicates that there is a need for vocational program practitioners to offer a variety of services and activities in addition to skills training. In other words, as Palkovich contends, educators have the additional task of teaching students how to keep a job.[5] The complexities of functioning in today's society forces individuals to operate in a multiplicity of areas. This point is stressed by Sheppard and Vaughn,[6] Love,[7] and White[8] who add that the disadvantaged must be provided with opportunities to develop skills in such areas as personal relations, interviewing and resume writing, communications, and work adjustment.

A preliminary step in the planning process for the development of effective vocational programs for special needs learners is the identification of promising practices which have already been utilized with varying degrees of success. Numerous methods and approaches are being used in various parts of the country in educational and vocational settings for special needs learners. Vocational education practitioners can benefit from the knowledge of program features identified as successful which can be incorporated or applied to existing programs as well as those in the development stages.

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[4] James W. Wall. "Vocational Education for Special Groups: Retrospectively, Introspectively, Prospectively." Vocational Education for Special Groups. American Vocational Association, Sixth Yearbook. 1976, p. 17.

[5] Marlene Palkovich. "Students Who Fail Aren't Failures." American Vocational Journal. February, 1978. p. 88.

[6] N. Alan Sheppard and D. Lanette Vaughn. Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Virginia Polytechnic Institute and State University, Richmond, Virginia. 1977.

[7] Don Love. Vocational Education for the Disadvantaged: A New Dimension. Los Angeles City College, Los Angeles, California. June, 1970.

[8] Thomas R. White. Vocational Education for the Disadvantaged and Handicapped in Indiana. Indiana University, Bloomington, Indiana. July, 1978.

Purpose of the Study

This project is one of three comprising the National Center program area entitled Responsive Vocational Education for Special Needs Subpopulations.

The goals of the program area are to facilitate access to, and successful performance within vocational education programs for special needs subpopulations. Efforts within the program area have thus concentrated on improving the professional competencies of teachers, counselors, and administrators to recognize and respond effectively to special needs learners. The remaining two projects in this program area are Descriptive Demographic Analysis of Educational Needs Among Special Needs Subpopulations and Selection of Intervention Strategies for Learners with Special Needs. Data obtained from each project will combine to provide an information base which can be used to design products for utilization by practitioners who work with special needs learners.

The major objectives of this study were to:

1. Assemble and analyze a comprehensive base of descriptive and anecdotal information about existing programs serving the vocational education objectives of learners with special needs, and

2. Identify and document program policies, structures and practices that experience in extant programs has shown to be effective in meeting the learning requirements of students with special needs.

The program information and data included in this project report will provide the individuals and agencies serving special needs groups with further estimates of how well vocational educators are presently equipped to work with special learners. The report should be of direct benefit to vocational administrators, teachers, and counselors. Immediate outcomes include increased awareness of useful policy formulation, program planning, organization, and management, and instructional development for learners with special needs.

There are no panaceas, and certainly no one program or practice is perfect in all aspects. However, it is beneficial for teachers, counselors, and administrators to be aware of programs and practices that have been successful in the vocational education of special needs subpopulations Practitioners may find specific elements within a variety of programs to be relevant rather than any one total program. The various descriptions of program activities will serve as realistic models that can be adopted intact, combined, or modified by local program staff.

The report will help to inform persons working with special needs subpopulations in vocational education of the programs, organizations, and agencies that exist across the country to enhance the education of special learners. The report will also be beneficial as a source for greater communication and cooperation between directors of existing programs, and those interested in providing similar activities, or redesigning a program that is already in operation.

Definition of Terms

The following definitions are offered to clearly identify the target populations addressed in this study.

- Special needs subpopulations - Persons who require special help or services in order to enter, or perform successfully and complete a regular vocational program. Members of the special needs subpopulations identified in this study are bilinguals or linguistically different, migrants, handicapped, gifted and talented, members of ethnic and racial minorities, and persons in corrections.

- Ethnic and racial minorities include the following groups:
  - Black Americans
  - Hispanics
    - Mexican Americans
    - Puerto Ricans
    - Cubans
    - Latin Americans
  - American Indians
    - Including Alaskan Natives or Aleuts
    - Hawaiians
  - Appalachian Whites
  - Asian Americans

- Disadvantaged - Persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.[9]

- Handicapped - A person who is (1) mentally retarded; (2) hard of hearing; (3) deaf, (4) speech impaired; (5) visually handicapped; (6) seriously emotionally disturbed; (7) orthopedically impaired; or (8) other health impaired person or person with specific learning disabilities; and who, by reason of the above: (1) requires special education and related services, and (2) cannot succeed in the regular vocational education program without special educational assistance; or (3) requires a modified vocational education program.[10]

- Gifted and Talented - Those persons who can be identified by professional qualified people as showing high performance and demonstrated achievement in general intellectual ability, creative or productive thinking, specific academic aptitude, leadership ability, visual and performing arts, and psychomotor abilities.[11]

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[9] U.S. Congress. An Act to Extend and Revise the Vocational Education Act of 1963. Public Law 94-482. October 12, 1976.

[10] U.S. Department of Health, Education, and Welfare. "Vocational Education State Programs and Commissioners' Discretionary Programs." Federal Register, Vol. 42, no. 191. Appendix A, Rules and Regulations. October 3, 1977.

[11] Sydney P. Marland. Education of the Gifted and Talented. Report to the Congress of the United States by the U.S. Commissioner of Education, 1972.

Scope of the Study

This report contains three chapters, including the Introduction and the Appendices. Chapter II, Methods and Procedures, outlines the manner in which the study was conducted. Chapter III presents the findings from the study of exemplary programs and practices for special learners and subsequent recommendations.

Appendix A describes sixteen exemplary educational/vocational programs for learners with special needs visited by the project staff. The reports are described in a structured format which includes the most salient points of the development and operation of the program. Appendix B contains brief abstracts of 121 of the total number of 300 programs nominated by state personnel, technical panel members, consultants, practitioners in the field, National Center staff, and a review of the literature. The 121 programs described in Appendix B forwarded information and materials for review by the project staff. Key agencies and organizations that can provide information and assistance to vocational education practitioners are included in Appendix C.

Limitations of the Study

The research that exists in the area of vocational education for special needs learners refers to the more general categories of the disadvantaged and handicapped and does not address many of the specific subpopulations, such as migrants and the gifted and talented. Available research on vocational programs indicates that extensive evaluation and follow-up studies of vocational programs for special needs learners have not been conducted.[12] Many vocational programs for special needs subpopulations have not been in existence long enough to render judgments as to the effects of the program.

One of the major limitations of the study has been the terminology used to identify special needs subpopulations. Special needs learners are, generally, categorized as either disadvantaged or handicapped. Although federal definitions of these two groups provide guidelines for practitioners in the area, some variation remains among state and program personnel as to the definitions of the subpopulations.

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[12] Richard N. Jensen. "Equal Access for the Disadvantaged. The Need to Break Some Barriers." American Vocational Journal. September, 1977. p. 30.

Although the programs identified are the result of a national search, it would be impossible to identify every educational/vocational program for special needs subpopulations. The programs identified were nominated by state personnel, technical panel members, consultants, and National Center staff. Thus, the study is limited by the degree of communication among these individuals and program practitioners.

The programs nominated by state personnel, consultants, technical panel members, practitioners in the field and National Center staff were mostly special programs designed for target groups of special needs students. The practices described in these programs, however, may be useful for those working with special needs learners in mainstream vocational education programs as well as special segregated programs. These practices can contribute substantially to the effective integration of special learners into the least restrictive educational/vocational environment. The need for special services exists whether the target population is in a regular classroom or one designed especially for special learners.

The legislation regarding special learners in regular vocational education programs was recently enacted by Congress. The Education for All Handicapped Children Act of 1975 (Public Law 94-142) states that handicapped students should be placed in the least restrictive environment that will provide them with an appropriate education. Handicapped students should be provided with the necessary assistance to function in regular classrooms if they are mainstreamed. This law went into effect in September of 1978. Vocational education programs based on the law are very new. Special learners have been placed in regular classrooms long before this law came into effect. However, they were often not provided with many of the special services and activities necessary to help them succeed.

The Vocational Education Amendments of 1976 also address special needs learners (disadvantaged, handicapped, migrants, bilinguals and American Indians) and indicate the need for incorporation of special services to assist them in succeeding in the regular vocational education programs.

A majority of the programs presented in this report are not mainstream vocational education programs but are more special ·cia in design. Mainstream vocational education programs should provide special needs students with the necessary support services to help them successfully complete their vocational training. In contrast, special programs are designed for target groups of special needs learners. Both mainstream and special vocational education programs require the extensive planning and cooperation of vocational and special education teachers, counselors, local administrators and other support staff. Persons asked to provide nominations for exemplary programs described in this report were given the criteria explained in detail in the Methods and Procedures section in Chapter II. Persons contacted were also asked to nominate vocational education programs which were mainstreaming special needs students, if possible. In encouraging them to make nominations, project staff did not want to discourage the selection of any programs that were not mainstream but which were providing services to improve access to and performance in vocational programs for learners with special needs. The programs identified are representative and should not be considered as an exhaustive list of educational/vocational programs for learners with special needs. It is possible that some of the programs identified as exemplary may terminate, at some point, due to changes in funding sources and the elimination of a need for the program.

An attempt is made to present practitioners with a list of key agencies and organizations that are concerned with the education of each of the special needs subpopulations. However, this list is not to be considered as all inclusive, but as a representative of the major kinds of resources available to program practitioners.

II. METHODS AND PROCEDURES

As previously indicated the purpose of this project was to compile a report of descriptive and anecodtal information about existing educational/vocational programs for learners with special needs. The project was designed to identify programs that are utilizing practices that are experiencing success with the target population. Nominations for exemplary programs were sought from state special needs personnel, technical panel members and consultants, National Center staff, and practitioners in the field. Statistical measures were not used by project staff, technical panel members, and consultants to deem a program or practice as successful. However, the criteria for program nominations were documented from the literature, consultants and technical panel members and recommendations were accepted on the basis of the programs' adherence to the stated criteria.

Technical Panel Selection

A technical panel comprised of five persons with recognized expertise in the education of special needs subpopulations was selected. A total of six consultants were also chosen to work with the technical panel to assist the project staff.

Technical panel nominations were received from consultants, review of National Center resource files, and literature sources. Project staff and consultants developed and approved criteria for final selection of the technical panel members. Special concern was given to ensure that the selected panel members would demonstrate interests and experiences representative of the various special needs subpopulations. It was necessary for the technical panel members to reflect a balanced representation among men, women, minorities, geographic areas, and levels of responsibility for delivering vocational and/or special education. The specific criteria used to select the technical panel are listed below.

The technical panel members as a group should:

1. Represent a variety of relevant disciplines and experiences such as vocational education, special education, adult education, corrections, bilingual education, vocational rehabilitation, vocational counseling, program administration and teaching practices from exemplary programs now serving special needs populations

2. Represent maximally the various subpopulations, males and females, and different geopraphic regions across the county

3. Collectively demonstrate skills and knowledge in methodology, curriculum, administration, teaching, counseling, business and labor

Individual technical panel members should:

1. Be broadly knowledgeable of the areas of special needs populations and vocational education or be engaged in activiites relevant to these areas

2. Have demonstrated capacity or reputation for dealing with complex problems and issues; identifying, clarifying, and assessing concepts and positions; creatively using analytical skills

3. Have been involved in R&D efforts related to special needs subpopulations or have served as major advisors or reviewers to such efforts

4. Demonstrate willingness to consider objectively or explore a variety of potential alternatives

5. Be willing to prepare for, attend, and participate in scheduled meetings (not to exceed three in number)

6. Be dedicated to the concept of mainstream vocational education for learners with special needs, but must also be aware of the potential limitations of mainstreaming for certain special needs individuals

7. Demonstrate evidence of publications, papers, and professional consultant work in their area of expertise.

8. Be willing to accept the responsibility of written assignments in preparation for panel meetings (not to exceed three in number)

9. Be willing to share and communicate ideas with project staff members and other members of the technical panel.

It was necessary to have extensive criteria for technical panel and consultant selection due to the diversity of the populations addressed in the research study. No one individual could be expected to have substantial knowledge and experience in working with all of the special needs subpopulations nor other areas of importance such as adult and vocational education, research design, administration, teaching, and counseling. The technical panel was to be a working panel, thus, the necessity for identifying persons that were willing to devote time and energy to discuss and review materials.

The technical panel was appointed on an annual basis and met with consultants and project staff at the National Center three times during the year. The major tasks of the technical panel and consultants involved nominating exemplary programs and reviewing and critiquing draft materials to be included in the final report.

Exemplary Program Nominations

Letters were sent to special needs personnel in all fifty states and Washington, D.C. requesting their cooperation in the nomination of exemplary programs and contact persons. The state personnel were given the following guidelines and asked to identify programs that were:

- involved in promoting better access to and performance in vocational education programs for special needs persons who experience educational disadvantages and are handicapped, bilingual, gifted and talented, migrants, members of ethnic/racial minority groups, or are in correctional institutions
- focused on either youth or adults
- pre-vocational or vocational in program content

Persons asked to provide nominations were requested to identify programs that, in their judgment, were exemplary of current efforts to serve the instructional requirements of learners with special needs. They were also instructed to nominate mainstream programs if possible, but not to hesitate to nominate a program that was not mainstream if it did promote improved student access to, or better performance in vocational education. Project staff sought to identify programs that contain the following elements:

- assessment
- pre-vocational training
- support services
- coping skills
- counseling
- basic education skills
- job placement

These components were identified in the literature and verified by consultants and technical panel members as essential to exemplary educational/vocational programs for special needs subpopulations.

A follow-up letter was mailed six weeks after the first letter to those persons that did not respond to the initial request for information. A total of thirty-five states responded to the request for program information. Approximately 300 programs were identified through contact with state special needs personnel, review of the literature, and consultation with National Center staff, panel members and consultants and practitioners in the field.

Exemplary Program Selection

This phase of the research project began with the development of criteria for the identification and selection of exemplary programs. The list of specified criteria for the selection of the exemplary programs serving special needs learners was developed and verified by project staff, advisory panel memebers, and selected consultants. For the purpose of the research project, an exemplary program for special needs subpopulations was identified to be one which contained the following components:

- Assessment procedures for providing appropriate instructional, health, financial, and personal services
- Assessment or evaluation procedures for incremental programmatic inprovement
- Prevocational training for students which provides vocational sampling or exploration prior to or concurrently with actual training
- Specialized or supplemental instruction for the remediation or improvement of different basic educator skills
- Staff development activities for the improvement of staff effectiveness in serving special needs subpopulations
- Job placement and follow-up services for the initial placement and periodic review of special needs subpopulations
- Internal supportive services or a referral mechanism for coordination with external support systems
- The provision of a mainstream instructional approach or special classes designed to prepare special needs populations to integrate into the mainstream

In addition to the above specified criteria, exemplary programs selected for inclusion in the study were using the following special considerations:

- programs had to be representative of the various geographical areas
- programs had to be offered at either the pre-vocational, secondary, or post-secondary level
- programs had to be representative of both the public and private sectors to include CETA and manpower vocational training programs
- programs had to address a multiplicity of target groups while providing a comprehensive set of vocational/educational programs and services, whenever possible

Following the development and verification of the above criteria, project staff began procedures for soliciting nominations regarding exemplary programs for special needs learners. In this respect, letters were sent to the special needs personnel in each of the fifty states and Washington, D.C. which specified the criteria for identifying and nominating exemplary programs.

Additional sources were used in identifying exemplary programs and practices, including the literature, governmental and other source books of exemplary educational programs, recommendations and suggestions from consultants, strategy selection and technical panel members, and Center staff. These sources led to the identification of approximately 300 programs as potential exemplary programs.

After identification, specific requests for information were sent by mail to each of the programs. Each program director was requested to provide any available materials--including proposals, abstracts, brochures, pamphlets, and reports--along with descriptive information regarding program sponsor, program objectives, program activities, target populations served, and staffing requirements. A follow-up of non-respondents was conducted approximately four weeks after initial contact through personal telephone communications.

Requests for materials and information produced responses from a total of 137 programs. All of the materials and information received were reviewed, categorized, analyzed, and synthesized by the exemplary project staff. Each program was then assigned a tentative "yes" vote or "no" vote. Those receiving a tentative "no" were requested to supply more information.

Brief abstracts were prepared and presented to the strategy selection panel for review and approval. A committee consisting of five technical panel members, selected consultants, and project staff applied the specified criteria and made recommendations regarding the final selection of exemplary programs for visitation. The final list of exemplary programs contained 16 programs. Final approval, confirmation, and agreement for participation in the study from the 16 exemplary programs selected was obtained through personal telephone communications with the director of each of the sites selected.

Exemplary Program Site Visits

Contact persons from each of the sixteen programs were telephoned to obtain permission for an on-site visit by the staff. A letter was then sent to the contact person to confirm the schedule and outline specific details of the visit. Program contact persons were asked to prepare an agenda to include time for discussion with teachers, counselors, administrators, and students, and a tour of the facilities.

Staff prepared for site visits by reading all materials describing the programs prior to the visit. Project staff designed a list of areas for an interview observation format to obtain and record program information in as consisten a manner as possible. Information was obtained from all programs in the following basic areas:

sponsorship
history
funding source
target populations
physical resources
equipment
transportation
scheduling patterns
student information
subpopulations distribution
staff, student and program evaluation

target needs
staff information
curriculum
teaching methods, approaches and techniques
counseling methods, approaches, and techniques
program planning
employment strategies
exportability

One project staff person visited each program. A total of seven staff members conducted all of the site visits. The site visits were two days in length and consisted of meetings with program administrators, teachers, counselors, and students to discuss the needs of special learners in vocational education and strategies that are being implemented to meet those needs.

Program reports were written by project staff following the two-day site visits. A structured format was used for each of the reports. All of the information contained in the reports was obtained through on-site interviews with program staff, observations, and review of available documents and program materials. A draft copy of each report was mailed to appropriate program personnel to review for accuracy and completeness of information. Necessary revisions were made in the program description prior to inclusion in the final project report.

Key Agencies and Organizations Nominations

Project staff reviewed resource guides, and contacted technical panel members, consultants, program practitioners and National Center staff to compile the listing of key agencies and organizations. The list includes names and addresses of appropriate agencies and organizations that can provide information and assistance to vocational education practitioners who work with special needs learners.

III. MAJOR FINDINGS

A review of the site visit reports of the sixteen exemplary programs visited and the 121 program abstracts reveals a variety of student needs that must be addressed to facilitate access to and performance within vocational education programs for special learners. The programs were identified by state personnel, technical panel members, consultants, practitioners in the field, National Center staff, and a review of the literature.

The needs described cannot be clearly designated as either access needs or performance needs. Many needs could be classified in both categories, and an access need as identified by one person was designated as a performance need by another.

Analysis of Identified Needs and Practices

The educational/vocational needs of special subpopulations described in this chapter and practices to meet those needs were identified from a) materials from 121 educational/vocational programs and b) interviews with teachers, counselors, administrators and students at sixteen selected program sites. Project staff reviewed program materials and notes from the site interviews with program staff and students to determine the reported needs and practices. The needs were listed and tabulated with the corresponding practices to aid in lessening the intensity of the need. A total of twenty-six student needs were identified with practices in operation in many programs and recommended practices for educational/vocational programs for special needs learners.

Seven of the twenty-six needs were identified as a student need by 6 percent of the programs. The remaining nineteen needs were identified by 80 percent of the programs as educational/vocational needs for special learners.

The nineteen needs were compared with the educational/vocational needs for special learners as identified in a review of the literature from the National Center project, Descriptive/Demographic Analysis of Educational Needs for Special Needs Subpopulations in Vocational Education. More than 1100 documents were reviewed in the project to identify the needs of special subpopulations. The nineteen needs identified by program staff were verified as needs described in the literature.

The nineteen needs were grouped into five major need categories. These five categories were identified in the programs described as the organizational structure in which activities and services were provided for students. The process used to analyze the identified needs and practices was reviewed by the technical panel members and consultants for the project.

Based on the identified needs presented in this section of the final report, recommendations will be made for practitioners working with special learners in vocational programs. The more specific needs in each of the five categories were consistently identified as targets for program goals and objectives. These basic educational and vocational needs were common across the various special needs subpopulations.

Needs and Strategies

1. Assessment:

Students need to be adequately assessed to determine their needs, vocational interests, and academic and vocational abilities. Methods of assessment utilized by the programs described include the development of a vocational appraisal system. This system provides the student with comprehensive vocational and academic evaluation. Students' vocational needs, interests and abilities are identified through the use of vocational diagnostic tools. An individualized educational plan is developed to meet the specific needs of the student:

2. Personal:

The personal needs of special learners, if unmet, can prevent them from reaching their educational and vocational goals. It is, thus, necessary for program staff to help students to:

- further develop interpersonal and communication skills
- increase coping and functional skills
- enhance self-awareness and self-esteem
- develop economic competency
- enhance decision-making skills and clarify values.

Program staff developed activities to aid students in solving their own personal problems and coping with daily life experiences. Activities in consumer economics enable students to learn how to buy wisely and budget their money. Career planning and decision-making seminars stress the importance of long-range planning and goal-setting to reach objectives. Personal counseling can include such techniques as role-playing, simulations, and games to allow students to examine their own values and attitudes and those of others.

3. Academic:

Increased proficiency in basic academic skills such as mathematics, reading, and language arts is identified by program staff as a major need of the target populations. Several alternatives to traditional academic instruction have been implemented to aid students to improve their general education. Individualized, self-paced instruction is a basic technique used by teachers in learning labs and resource centers. Provisions are made for students to prepare for the General Education Development (GED) examination and external degrees. Home-study is an additional alternative to traditional instruction available to students.

4. Vocational and job related:

Program staff consistently cited prevocational education as a necessary component in an educational/vocational program for special needs learners. Students become familiar with a variety of occupations through career exploration activities and career options seminars. Occupational work experience and occupational work adjustment programs have been established for junior and senior high school students.

Program practitioners have found that work adjustment, and employability skills such as interviewing and resume writing are essential to the successful employment of special needs learners. Vocational skills education should be offered to students in a variety of training areas to reduce occupational stereotypes. Vocational course offerings should include provisions for hands-on experience for students, on-the-job training, and paid and non-paid work experience.

Students need a continuity of program services after training is received. A job placement and follow-up component is a necessary part of a vocational education program for students who may not be informed of employment possibilities or have other sources of access to such information. Services to students in this area include community-based apprenticeship programs and computerized job placement.

5. Supplemental:

Supportive services for special needs learners are necessary to lessen the intensity of personal and academic problems that interfere with successful achievement in vocational education programs. Many students are not aware of the community services and agencies that provide supplemental support. Provisions were made in the programs identified to aid students in obtaining legal, medical, and psychological assistance either within the program or through social service referrals. Personal, academic, and career counseling, and tutorial assistance were generally provided within the program by staff or volunteers.

The program activities and services designed to meet the educational and vocational needs of special needs subpopulations should, ideally, be available to all students. Typical students as well as special needs learners can benefit from a program of planned services and activities to meet assessment, personal, academic, vocational and job related, and supplemental needs. However, typical students may have alternative sources for meeting their needs if provisions are not made within the regular educational/vocational program. The basic needs identified by program staff are more intense for special needs learners and if left unmet can prevent the student from succeeding in the vocational education program.

Unique needs were identified that were specific to particular special needs subpopulations. The exemplary programs described in the site visit reports and program abstracts provide activities to lessen the intensity of student needs. Several of the unique needs identified were common to more than one population, but were not needs of all special learners in vocational education.

The need for an increased awareness of ethnic heritage was identified as essential for American Indian, bilingual, migrant, and disadvantaged minority students. Students within these subpopulations have distinct ethnic and racial backgrounds rich in culture and tradition. Elements of their cultural heritage can be incorporated into program activities and curriculum. These groups were also found to need bilingual instructional materials and instruction in English as a Second Language (ESL). Bilingual aides are used in classrooms to assist students in their academic and vocational courses.

Correctional populations as well as the handicapped have needs for sheltered workshop experiences and community service programs to facilitate entry into the community. Correctional populations have been provided with specialized treatment programs of group psychotherapy and crisis interventions to enable them to function on the job after release from the institution or community half-way house. An instructional procedure that was found to be beneficial to students in correctional institutions is the division of course activities into modular units. This unit breakdown of course activities allows students to receive certification of competency for each segment of the course completed.

The programs described for the gifted and talented in this report focus on occupational awareness and career decision-making. The major goal of programs for the gifted and talented seems to be the development of competencies in mathematics and science rather than vocational education. The unique needs identified for gifted and talented students are the development of creative and divergent thinking, and increased writing and research skills.

Program staff have designed talent exploration programs as well as interdisciplinary and independent study programs to meet the specific educational needs of gifted and talented students. The Socratic method of teaching is used in conjunction with interest group discussions and cluster meetings to further develop the cognitive abilities of the gifted and talented.

The major needs of handicapped populations are the elimination of physical barriers and modifications of equipment to facilitate access to and performance in vocational education programs. Accurate diagnosis of the physical and mental impairments of handicapped students is essential to the development of programs to meet their particular needs. Learning capacities evaluation instruments are used to assess students and aid program staff in designing individual education plans. The educational/vocational programs identified provide sequential rehabilitative, recreational and educational activities. An additional concern that must be addressed by program staff to enable handicapped students to participate in program activities is the need for adequate transportation.

The need for transportation is also a major obstacle to program participation for migrant youth in isolated areas. Mobile educational units and pilot classrooms in areas more accessible to students have been used to solve this problem. Migrant students have an additional need for academic credit for work completed as they move from one area to another. Programs of this kind have been initiated in several states with large migrant populations.

Program Strengths

The practices described as strengths of the programs were identified as successful in a review of the written program material and through interviews with program staff. The project staff did not administer a test to determine the success of any practice identified by program personnel as being outstanding. The purpose of the study was not to evaluate programs but to describe existing programs and practices identified by numerous sources as being exemplary. These positive elements contribute to success in working with special needs learners. The one asset that was mentioned most often as essential for successful program operation was staff commitment and positive attitudes toward the students. Inservice and pre-service professional development activities have been incorporated into programs to increase staff awareness of the cultural diversity and particular concerns of special needs subpopulations in vocational education. The team approach to planning and implementation was cited as a beneficial technique in program development.

A major program strength that seems to be most useful in providing a variety of services to students is community acceptance and support. A positive relationship between program staff and the community enhances cooperative linkages with local agencies and organizations, businesses and industries. Cooperation and support of this type enables program staff to refer students to local agencies for support services that cannot be provided internally. An additional bonus from linkages with the business and industry community include work-study experiences for students and possible placement after completion of the educational/ vocational program.

The program structures that appear to be most beneficial to successful operation are flexibility in program format, allowing students open-entry and open-exit. An individualized and personal approach was repeatedly identified as very successful in aiding special needs students to reach their educational and vocational objectives.

Greater numbers of students can be served by the programs due to the minimal cost of providing services on a per pupil basis. Actual costs to students were kept within range for those persons at poverty income levels. Program administrators and staff utilized ingenuity and cooperative linkages with the local community to obtain many "in-kind" services such as facilities, equipment and volunteer staff. The most prevalent evaluative criteria used to measure program success was job placement statistics which indicated that students were obtaining jobs and maintaining them.

A majority of the programs nominated and described in this report are not mainstream, but are programs designed specifically for special learners. The practices used in the program and identified by the program staff as being successful in working with special learners in vocational education can be used with this population in regular or mainstream programs as well as in special programs.

Recommendations

The recommendations presented in this section are based upon a thorough examination of materials received from 121 programs, materials and visits to sixteen programs and data from the National Center project, Descriptive/Demographic Analysis of Educational Needs for Special Needs Subpopulations in Vocational Education. The data from the aforementioned project consisted of a review of over 1100 pieces of related research and program information received from teachers, counselors, and local administrators in open dialoque sessions conducted in four collaborating states. The data from these sources were compared and contrasted with the exemplary program data. These data were verified by the technical panel and additional consultants representing the various subpopulations. The recommendations which follow appeared in 60 percent of the literature reviewed, were voiced by forty of the sixty-two practitioners in the dialogue sessions, were documented as critical in vocational programming for special needs subpopulations by all sixteen visited sites and in fifty of the 121 programs reviewed. It is important to note that many of the programmatic recommendations in this study coincide with the ten common educational needs of special needs students identified in the National Center project Selection of Intervention Strategies for Learners with Special Needs in Vocational Education. Based upon an analysis of the data obtained the following recommendations are made.

- Adequate vocational assessment, evaluation methods and techniques including criterion-referenced testing, work samples, performance-based testing, which are designed to meet the specific needs of special needs learners should be developed.
- Innovative vocational education curriculum materials and approaches designed to meet the educational needs of the various groups of special needs students should be developed.
- Adequately qualified trained, and experienced professionals and paraprofessionals capable of teaching and working with special needs students should be recruited for vocational education programs.
- Extensive inservice and professional development programs and activities for vocational practitioners in meeting the needs of special needs learners should be implemented.

- Vocational educators should increase opportunities for special needs students to obtain a comprehensive set of supportive services.

- Vocational education programs should increase efforts to promote greater parental and community participation in the realization of program and student goals.

- Improved mechanisms for the coordination of funding, facilities and equipment for special needs students in vocational programs should be established.

- Vocational programs need to be more flexible in time and program offerings to meet the needs of special students.

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APPENDICES

Exemplary Programs

Approximately 300 educational/vocational programs for special needs learners were identified by a review of the literature; and contact with state special needs personnel, National Center staff, technical panel members, consultants, and practitioners in the field. A total of 121 of the 300 programs nominated forwarded information and materials describing their programs. In addition, sixteen education/vocational programs for special needs learners were visited by the project staff to observe facilities and interview teachers, counselors, administrators, and students.

The criteria used for program nominations are described in detail in Chapter II, Methods and Procedures. The persons asked to nominate programs were requested to identify programs that, in their judgment, were exemplary of present efforts to meet the educational and vocational needs of special subpopulations. Several elements were identified in the literature and verified by consultants as essential to exemplary eductational/vocational programs for special learners. These program elements are as follows:

- assessment
- pre-vocational training
- support services
- coping skills
- counseling
- basic education skills
- job placement

Appendix A includes the sixteen site visit reports. Brief abstracts of the 121 programs nominated are provided in Appendix B. Appendix C contains a listing of key agencies and organizations that can provide information and assistance to vocational education practitioners in their work with special needs learners.

A. EXEMPLARY PROGRAMS SITE VISIT REPORTS

A total of sixteen exemplary programs for special needs subpopulations are described in the site visit reports. The programs were selected from a group of 121 educational/vocational programs identified by a review of the literature; and contact with state special needs personnel, National Center staff, technical panel members, consultants, and practitioners in the field. The information provided in these reports was obtained through on-site interviews with program staff, observations, and review of program documents and materials.

The exemplary programs outlined are representative of programs that serve a variety of special needs learners. Several of the sixteen programs identified provide educational and vocational services to more than one of the special needs subpopulations. The number of programs described and the specific populations they serve are as follows:

Populations	Number of Programs
American Indian	2
Bilingual	1
Bilingual/Disadvantaged/Handicapped	1
Corrections	2
Disadvantaged	2
Disadvantaged/Handicapped	3
Gifted and Talented	1
Handicapped	2
Migrant	2

The site visit reports are presented in alphabetical order according to the exemplary program title. The reports include the program address; the name of a contact person; the purpose, objectives, and a brief overview of the program. Detailed descriptions of the population served, activities offered, and supportive services are also included in the report. A review of the administrative and staffing patterns of the program and evaluation procedures, as well as a brief summary, complete the report format.

TUCSON SKILL CENTER

55 N. Sixth Avenue
Tucson, Arizona 85701

Contact Person: Linda Andrews, Educational Coordinator

Program Purpose: The Tucson Skill Center is a vocational education facility which provides skills training to disadvantaged, unemployed, underemployed and handicapped individuals with special needs.

OVERVIEW

The Tucson Skill Center provides institutional training under the Pima County Community College District. Originally funded under the 1962 Manpower Development Training Act, the Tucson Skill Center is currently funded through various sources including: CETA, Title I and Title VI, Work Incentive Program, Vocational Rehabilitation monies, and the Bureau of Indian Affairs.

The immediate and long-range goals of the Tucson Skill Center focus on providing skill training, basic life skills, and employability skill development to assist individuals with special needs to prepare for, obtain, and maintain meaningful and productive employment in the local community. The Tucson Skill Center provides each trainee with an individualized instructional program across a cluster of occupations based upon clearly defined performance objectives and utilizing a team approach in the academic and vocational instructional components. Instruction and training are available in both English and Spanish to participants at the Tucson Skill Center. A comprehensive set of supportive services including counseling, health and legal services, referral for social services, family services, financial assistance, job development and job placement services are available to each participant in the program. Other services including vocational evaluation, basic and related education, and assistance for acquiring veteran's benefits and food stamps are provided to trainees as needed.

TARGET POPULATION CHARACTERISTICS

The Tucson Skill Center provides occupational training for employment to unemployed, underemployed, disadvantaged, and handicapped out-of-school youths and adults from both urban and rural environments. While the majority of the trainees come from an urban environment, the Tucson Skill Center also serves farmworkers and rural residents of the Papago reservation near the community of Sells, Arizona.

Specific groups served by the Tucson Skill Center include· whites, blacks, Spanish-Americans, American Indians, veterans, farmworkers, offenders and prison inmates, handicapped and special needs students. The Tucson Skill Center serves both males and females with over half of the trainees being members of disadvantaged and minority groups. A significant percentage of the target population are Mexican-Americans and blacks.

PROGRAM OBJECTIVES

The thrust of the Tucson Skill Center for fiscal year 1978-79 focuses on the following goals and objectives: (1) to provide vocational skill training and employability skill development to unemployed, underemployed, disadvantaged, and handicapped individuals with special needs; (2) to provide trainees with vocational skills for securing and maintaining employment; (3) to provide trainees with employability skills for securing and maintaining employment and for becoming contributing members to the community; and (4) to provide classroom training, basic and related skills, and life skills needed by individuals to enable them to successfully complete their occupational training and secure employment.

A future long-range goal of the Tucson Skill Center concerns the implementation of a Research Unit for conducting follow-up and evaluation activities.

Vocational and educational goals and performance objectives are derived from job and task analysis based upon inputs from the educational coordinator, the vocational instructors, advisory committee members, and the advice of representatives from industry. These goals and objectives are reviewed and revised periodically by the Tucson Skill Center staff.

PROGRAM ACTIVITIES

The Tucson Skill Center began as an outgrowth of the 1962 Manpower Development Training Act (MDTA). Presently, the Tucson Skill Center operates programs in the following basic training cluster areas: automotive, auto body and paint repair, basic financial skills, basic and related education, business and office education, building maintenance mechanic, electronics assembly, and meet cutter. The specific occupational training programs offered are based upon labor market demands and employer surveys of Tucson and the surrounding community. Unique short-term projects which have been developed by the Center to meet local labor market needs include: the Gates-Learjet Program, Program HOPE, Project OSCAR, and Occupations in Security/Corrections for Area Residents.

Occupational training at the Center is based upon unique and key concepts featuring: occupational clusters, open-entry/open-exit enrollment, individualized instruction, performance objectives, diagnostic and continuous vocational evaluation, less-than class vocational skills training slots, a team teaching approach, and individualized learning packets. In addition to vocational skill development, trainees receive instruction in remedial, basic and related skills and employability and basic life skills necessary for obtaining and maintaining employment.

In general, trainees to the program are referred to the Center from one of the following agencies: the Arizona Department of Economic Security, the Work Incentive Program (WIN) the Division of Vocational Rehabilitation, the Tucson Urban League, the Tucson Indian Center, Community Outreach Program for the Deaf, Operation SER, and the Pascua Yaqui Association. Participation in training is based upon qualifications and guidelines established by the Department of Labor and the Department of Health, Education and Welfare. Referrals from these agencies to the Tucson Skill Center are continuous throughout the regular twelve month open-entry/open-exit skills training program.

ADMINISTRATION AND STAFFING

The Tucson Skill Center is administered under the auspices of the Pima County Community College District. The director of the Skill Center has developed effective liaison relationships with the Community College District. The staff of the Center numbers approximately eighty members, and is made up of personnel in the Administration Service Unit, the Educational Unit, the Student Services Unit, and the Vocational Evaluation Unit. The staff consists of counselors, instructors, instructor aides, educational and vocational coordinators, evaluators, coordinators, curriculum specialists, and clerical and other supportive staff.

Instructors, coordinators and counselors combine through a cooperative team approach to provide an effective occupational and instructional training staff. Cooperative efforts with representatives from referring agencies enhance the provision and delivery of the Center's programs and the services for meeting the special education needs of disadvantaged, unemployed, and underemployed segments of the local population.

SUPPORT SERVICES

In addition to vocational skill development the Tucson Skill Center provides a comprehensive program of supportive services to participants of the program including personal and interpersonal counseling; group counseling and guidance; health, family, financial, and legal assistance; vocational evaluation; and referral services. In addition, trainees can receive academic and remedial instruction through the Center's Basic and Related Education and General Education Development (GED) preparation program. These supportive services are provided to the trainee by the counselors, nurse, trainee services specialist, vocational instructors, vocational evaluation staff, occupational coordinator, and Learning Center staff.

The ultimate goal of the Center in providing comprehensive supportive services and staff to program participants is to assist them to successfully complete the vocational training program. Through an Employability Skills program conducted by the occupational coordinator, trainees receive instruction in pre-vocational and pre-employment methods and techniques for completing job applications and participating in employment interviews. An emphasis on employability skills and social development is present in all of the Center's programs.

EVALUATION

The Center considers follow-up and program evaluation essential components for maintaining effective programs and educational standards. Currently, follow-up activities at the Center consist of exit interviews by the staff of the vocational evaluation unit, visitations to employers by the occupational coordinator, information obtained by CETA agencies using the Skill Center, and feedback from employers and advisory committees. Additionally, a semi-annual in-house assessment of each training program area is conducted by the educational coordinator of the Center.

During the first six months of 1978, at the request of the Skill Center, a formal assessment of the Tucson Skill Center was conducted by the Arizona Department of Education. This formal assessment consisted of a comprehensive evaluation of the training clusters and the administration. Future evaluation plans for the organization include the development of an in-house follow-up and retrieval system to provide data for evaluating specific training programs and institutional goals.

SUMMARY

The Tucson Skill Center is a viable vocational training and educational facility providing skills training and employability skills to special needs populations in the Tucson community. While the program has numerous outstanding and distinguishing characteristics and components, the following represent major and significant features: (1) the specific linkages developed by the Skill Center which afford the opportunities to trainees for developing, obtaining, and securing employment with agencies and organizations in the local community; (2) the Vocational Evaluation unit developed for increasing trainee completion and placement rates; (3) the less-than class skills training concept developed by the Skill Center for permitting greater freedom and choice of vocational area to program participants; (4) the variety, comprehensiveness, and extent of supportive services provided which contribute toward maximizing the performance of trainees and the effectiveness of programs; (5) the flexibility of the organization to modify its curricula and program offerings so as to meet the changing demands of the labor market, employers, and the vocational community; and (6) the nationally recognized curriculum materials consisting of individualized instructional packets based upon specific and validated performance objectives. The commitment and support of the administration, staff, and the local community make the Center a successful vocational training facility.

LITTLE BIG HORN HIGH SCHOOL
(Indian Center Branch of Senn)

5900 N. Glenwood
Chicago, Illinois 60660

Contact Person: M. Lucille St. Germaine, Coordinator

Program Purpose: The Little Big Horn High School caters to the needs of American Indians. By offering a curriculum which is fully accredited and also Indian oriented, the school hopes to combat the high drop-out rate among Indian students in Chicago.

OVERVIEW

The Little Big Horn High School is a fully accredited high-school specifically designed to serve Native American Indians (grades nine through twelve) in Chicago, Illinois. The school is located in a wing of Senn High School and classes are self-contained. Funding is provided by the Chicago Board of Education, the Indian Education Act, and Title VII (Federal and State). By providing a curriculum which is Indian oriented, with stress on enhancing self-esteem and pride in Indian culture, heritage and traditions, and reading and writing skills, the school hopes to combat the high drop-out rate among Indian students and increase attendance. The school's curriculum includes courses in language arts, math and science, social studies and art. Work study is available and students may attend business courses at Senn. To provide exposure to Indian culture, students read books by and about Indians, study traditional American Indian history and learn traditional arts, crafts and dances. Instruction, especially in math and language arts, is highly individualized. A team approach is stressed. Support staff (all Native American) include counselors, a bilingual education specialist, a school-community representative and school aides. Other external support services include Indian training and employment services, Indian health services and the Parent Advisory Council.

TARGET POPULATION CHARACTERISTICS

The Little Big Horn High School is a four year, fully accredited high school (grades nine through twelve) located on Chicago's north side. The school serves 109 Chicago Indian youth (fifty-one males and fifty-eight females), many of whom are from the uptown area. Students hear about and arrive at the school via agency referrals, friends and relatives, recruitment efforts of the Little Big Horn community representative who speaks at Chicago city schools, and television and newspaper coverage. Paid transportation to school is provided to facilitate student attendance.

Students who attend this school come from lower socio-economic levels and most are below grade level. All are Native Americans and many are bilingual. In any given year ten to nineteen different tribes are represented.

PROGRAM GOALS AND OBJECTIVES

Specific goals and objectives of the Little Big Horn High School include the following: (1) to combat the high drop-out rate among Indian students; (2) to increase reading and mathematics grade levels to those in peer group; (3) to enhance self-esteem, improve self-image and develop pride in culture, heritage and traditions; and (4) to send students to college who are highly motivated and who hopefully, will return to help their people.

The English teacher has stated that her major teaching objective is to help her students experience success. Often the students are bored because they cannot transfer basic skills. She advocates getting them interested and then working on skills.

PROGRAM ACTIVITIES

Little Big Horn High School was first funded in 1971 as a result of concerned Indian parents who were dismayed that only one Indian had ever graduated from a Chicago high school. Title III awarded the Chicago Board of Education a quarter of a million dollars to start a branch school which was to develop a curriculum to meet the needs of Indian students from all parts of the city. The school was placed in two other sites before moving to its present location in Senn High School, where it has three classrooms and one office. The present high school's financial budget is approximately $159,000.00 for fiscal year 1978-79.

The school addresses the needs of the students by providing a curriculum which is Indian oriented. The students appreciate and try to take advantage of the opportunities provided for them in a setting that is not totally alien to them. The general curriculum of the Little Big Horn High School consists of five major program areas: language arts, social studies, mathematics, environmental education and art.

The Language Arts program stresses individualization in the areas of reading and writing. High interest material, appropriate to a student's reading level, is chosen to encourage enjoyment of reading. Many books by and about American Indians are read. The student newspaper, Talking Leaves, is also an important tool in the English program and has greatly enhanced the journalistic ability of the students. Students are encouraged to read the daily newspaper, to write news stories about their school and the Indian community as a whole, and to contribute editorials, letters to the editor, feature stories, poems and creative writing. Overall, the language arts program has been very successful in increasing students' proficiency in reading and writing.

Social studies provides courses in consumer education, United States history, government and law, world geography and American Indian history. In the study of American Indian history students are exposed to traditional Indian history and are presented contemporary issues of American Indians today. Students analyze the causes and effects of American Indian self-determination and evaluate the policy among tribes and urban Indians.

Mathematics provides training in mathematical foundations, algebra and geometry. Individualized instruction is stressed. Reinforcement and enrichment activities are used which enable the student to build confidence in his/her ability to perform mathematical operations. Because of the highly individualized nature of the instruction, mathematical skills have greatly improved.

Environmental education provides instruction in the life sciences. Often students work together in small groups to test out their own experiments. Throughout the course, references are made to the respect of nature and all things by Indian tribes.

Art provides classes in drawing, painting, printmaking, and traditional Indian arts such as beading, bone work, weaving, and traditional costume design and dances. The traditional arts course instills in the learners an appreciation and pride in the Indian arts and exposes them to the art works of Indians in all areas of the United States.

Students must hold an eighth grade diploma to begin coursework at the school. All students are pretested in math and English upon entering and all must earn the required credits to graduate. Students are administered the Ohio Vocational Interest Survey and provided opportunities to take the American College Testing Program (ACT) and Scholastic Aptitude Test (SAT) exams. On-going student evaluation is performed by teachers, counselors, peers and external evaluators. Interviews, tests, questionnaires, and peer ratings are all used in the evaluation process.

While many students find their own job, job placement services are provided for those students over fourteen years of age by the Chicago Indian Training and Employment Program. A manpower counselor specifically in charge of youth placement works with the coordinator of the school to place students in part-time training. During the school year, those students involved in the work training program go to school half the day and work half the day. All work training experiences are supervised including complete follow-up and feedback to the school. The majority of the job training placements are in Indian agencies.

ADMINISTRATION AND STAFFING

The coordinator, who is a Native American, has full control of the operation of the school and administrative policies. She works very closely with the staff and students, as well as the Parent Advisory Council which wields a great deal of influence in the program. The entire staff is urged to upgrade itself, and inservice meetings, directed toward improving the Indian oriented curriculum, are held monthly.

There are four full-time teaching staff members. Each teacher has a counseling period each day. Teachers and counselors schedule parent conferences when necessary and invite parents to visit and observe at any time.

The bilingual education specialist is a reading specialist and team teacher. She serves as a guide and resource person to other teachers by supplying books of particular interest to Indian students, by tutoring students when needed, and by assisting in the teaching of Indian culture and heritage. Two school aides, both Native Americans, and sent by the Indian Training and Employment Services, perform clerical duties, in addition to providing caring and counseling for the students. Finally, the school community representative, a Native American, works as a liaison person to the community. He spends two days a week on home visits, checks on student attendance and awards bus tokens to those students who have good attendance, and recruits new students.

SUPPORT SERVICES

Over fifteen Native American Indian organizations in Chicago provide services for the Little Big Horn High School. These include health and social services, job training, employment, adult education and media services. More specifically, a ten-week course in health education taught by experts in the field is provided by Indian Health Services. Volunteers in Service to America (VISTA) also works with the English departments to offer on-going career guidance seminars.

All students are able to take advantage of the support services at Senn High School. They may confer with the Senn counselors when necessary, but the staff tries to take care of its own students. In special cases, students are referred to Indian Health Services for counseling.

EVALUATION

The Little Big Horn High School maintains monthly summary reports which include data on attendance, math and English scores, pre- and post test scores. Data from questionnaires and interviews with students and staff are also included. On-site evaluations are also conducted by the Chicago Board of Education and outside evaluators hired by the program. A yearly Program Evaluation Report is prepared by a third party evaluator for program sponsors.

SUMMARY

The primary purpose of the Little Big Horn High School is to meet the needs of Native American students by offering a high school program which is Indian oriented and which meets the requirements for accreditation. Specifically, the school hopes to increase school attendance, increase math and English skills, develop pride in Indian heritage and culture and to prepare students to seek higher education and become viable persons in the work-a-day world.

The school has been very successful in increasing reading, writing, and mathematical skills and school attendance. The increased number of graduates reflects the success of the school's efforts. Among the many positive and unique aspects of the Little Big Horn High School which contribute to its successful program operation are the following: (1) the philosophy and commitment of the administration and staff to provide as fully as possible a complete high school program which is at the same time Indian oriented; (2) the capacity to secure funding from as many sources as possible; (3) the concern and commitment of the Indian community in Chicago to have a school of its own; (4) sincere caring and sharing among students and staff; and (5) the support services of many Indian organizations in Chicago.

Efforts are needed to strengthen pre-vocational training and increase vocational training opportunities. At the present time, there are no vocational education programs offered at Little Big Horn, although students are free to take such courses as typing at Senn High School. However, few students request this option and, of those that do, many drop out.

BILINGUAL VOCATIONAL TRAINING PROGRAM

Northern New Mexico Community College
El Rito, New Mexico 87530

Contact Person: Levi Valdez, Director

Program Purpose: The primary objective of the Bilingual Vocational Training Program in El Rito, New Mexico, is to assist students with limited opportunities to succeed in vocational education programs and to develop and improve the oral language, reading, writing and computational skills related to their vocational course of study. The intent of the bilingual program is to assist the students to develop salable skills in their respective vocational areas.

OVERVIEW

The El Rito Bilingual Vocational Training Program offered through the Northern New Mexico Community College since 1976 and funded through the New Mexico State Department of Vocational Education, is a supportive bilingual instructional program geared specifically for meeting the needs of persons of Spanish-speaking backgrounds. The program provides individualized training and study to assist students to develop salable skills in the vocational areas of barbering, cosmetology, meatcutting, auto mechanics, and auto body repair.

Participants usually spend an average of two years in the program while engaged in mastering and completing an individualized set of bilingual modules relating to their vocational area of interest. The program is administered and conducted by the program director, a curriculum specialist, a bilingual instructor, a tutor, and the program secretary. Counseling, placement, and other supportive services are provided to the students of the program by the bilingual program staff, institutional counselors, the area vocational instructors, other resource persons, and supportive staff of the community college.

TARGET POPULATION CHARACTERISTICS

For the most part, participants come from a tri-county area in North Central New Mexico that includes Taos, Rio Arriba, and Santa Fe counties. Approximately 95 percent of the student population in the bilingual program are Spanish-speaking persons. A few whites, migrants, and American Indians participate in the program.

Tri-county area statistics reveal that the majority of participants in the program are from low income or welfare homes, are lacking in work orientation, come from poor educational backgrounds, and are severely handicapped and disadvantaged in reading, writing, and computation skills. Participants of the program come from rural backgrounds and are generally from families having medium family incomes of approximately $5,000. The program averages between seventy to eighty students per semester.

PROGRAM OBJECTIVES

The Bilingual Vocational Training Program of the Northern New Mexico Community College at El Rito has as its main purpose to provide bilingual instruction to students having oral and written English and computational skills deficiencies. The program has as its primary objectives: (1) to develop and improve the oral language, reading, writing and computational skills of the student which relate directly to the student's vocational area; (2) to develop salable skills on the part of the student through the use of tailored bilingual modules of instruction; and (3) to provide assistance to students in securing job placement.

Additional objectives of the Bilingual Vocational Training Program focus on the continued development of bilingual curriculum and the provision of opportunities for the professional growth of the bilingual staff.

PROGRAM ACTIVITIES

The Bilingual Vocational Training Program was introduced into the Vocational Program at the Northern New Mexico Community College in 1976. The program received a federal grant for a twelve month period under the Bilingual Vocational Part J monies. The program was initially designed to serve students in the following vocational areas: cosmetology, barbering, and auto mechanics. The current bilingual vocational training program serves the original three vocational areas plus auto body repair and meat cutting. Future plans call for expansion of the program to other vocational areas of the Northern New Mexico Community College.

The current program, funded through the State of New Mexico Department of Vocational Education, serves an average of 100 students across the five vocational areas per academic year. The program consists of an individualized two-hour block of instruction offered twice weekly.

Participants in the program are given the Test of Adult Basic Education (TABE) as a diagnostic tool for assessing individual strengths, performance levels, and areas of weakness in reading, math, and language arts. Students are subsequently assigned to an individualized program of instruction using bilingual curriculum modules in their respective vocational areas. Students enrolled in the Bilingual Program receive instruction in English, standard Spanish, and in the dialect of Northern New Mexico. English as a Second Language (ESL) is an essential part of the bilingual program.

Facilities, equipment, and materials needed by the program are provided by the Northern New Mexico Community College at no cost to the program. A Learning Resource Center is accessible to students and staff for acquiring additional and supplementary materials.

ADMINISTRATION AND STAFFING

The Program is administered by the director under the supervision of the Associate Dean of Occupational Studies. Financial supervision is the responsibility of the Dean of Business, Finance, and Administration for the College.

The current staff of the Bilingual Vocational Training Program consists of the following individuals: the program director, the curriculum specialist, the bilingual instructor, the tutor, and the secretary. Future plans for the program call for the addition of another tutor and another instructor.

SUPPORT SERVICES

Tutorial, counseling, job development, career guidance, and placement services are provided participants in the program by the bilingual program staff as required. Counselors and vocational area instructors from the Northern New Mexico Community College are used as resource persons and supportive staff as needed.

EVALUATION

Although the Bilingual Vocational Training Program has no formal evaluation mechanism for evaluating its impact and effectiveness, it utilizes third party independent evaluators to measure its success. Present methods for measuring the effectiveness and success of the program are based on results from exit examinations and comparisons of the pre/post test gains and differences on the TABE scores of students participating in the program, diagnostic tests on computational skills, student individual progress files, and informal feedback information obtained from student follow-ups. Program evaluation reports are submitted yearly to the New Mexico State Department of Education.

SUMMARY

The Bilingual Vocational Training Program at the El Rito Campus of the Northern New Mexico Community College can be considered as a supportive bilingual instructional program to assist educationally disadvantaged students to succeed in acquiring salable skills across five regular vocational instructional areas. A unique characteristic of the program lies in its ability to provide supportive bilingual instruction through the use of well-developed and designed bilingual vocational modules in the five vocational areas. Future plans for the revision of the modules involve translation of the materials into the dialect of the Northern New Mexico Area.

Additional variables contributing to the successful operation of the program relate to administrative and institutional support for the program, the commitment of the host institution to provide space, equipment, and facilities needed for the program, and positive acceptance by the local community of the vocational program offerings provided by the program.

Improvements to the program with respect to the updating and revision of the bilingual modules, formal plans for evaluating the program, and methods for developing and specifying well-defined attainable and measurable objectives are needed and are forthcoming. Efforts to strengthen and increase cooperative relationships between the area vocational instructors and the bilingual program staff are continuously being made.

SPECIAL SERVICES AND BILINGUAL PROGRAMS

Joseph P. Keefe Technical School
750 Winter Street
Framingham, Massachusetts 01701

Contact Person: George Luoto,
Bilingual Program
Coordinator Special Services

Program Purpose: The program strives for the optimal development of personal, social, and vocational potential of special needs disadvantaged individuals in the bilingual program and the vocational program.

OVERVIEW

In addition to standardized programs for the general school population, the Keefe Technical School in Framingham, Massachusetts, offers a Bilingual Program and a Special Services Program for disadvantaged special needs groups. Students and adults are served by these programs. The programs attempt to develop the personal, social and vocational potential of these people by providing pre-vocational programs, bilingual classes, salable skills training, counseling, and placement.

Daytime classes are scheduled from September through June. There are some evening classes and a summer program. Post-graduate courses are offered in English and shops.

Both the Special Services and the Bilingual Program are supported by local and Comprehensive Education and Training Act (CETA) funds under a Title VI grant. School officials have applied for state reimbursement. A group of about fifteen full-time and four part-time teachers, staff, counselors, and support service people conduct the programs. Support services are provided by a visiting nurse, teaching staff, placement specialists, and external agencies. Survival skill classes are not offered in the curriculum.

The Bilingual Program serves Hispanic and Portuguese students. There are seventeen vocational programs with integrated shops. These shops have open access to all students. Related and support courses to the vocational program are taught in the native language and in English. Classes taught in English are slow paced to accommodate students not proficient in English.

TARGET POPULATION CHARACTERISTICS

The combined enrollment of the Special Services Program and the Bilingual Program is 280. Special Services totals 190 (117 male and 73 female). This includes thirty-eight handicapped (mostly deaf or hearing impaired), integrated classes, and fifteen students in the Job Entry Training Program (JET). The Bilingual Program serves ninety students (forty-five male, forty-five female) in daytime classes. The Evening School Division serves another 150 bilingual adults. Eighty-five percent of bilingual students are Spanish speaking; most of the other fifteen percent speak Portuguese.

Secondary students and adults participating in these programs come from the South Middlesex Region Vocational Technical School District, which includes four towns, and which is highly industrialized. The general socio-economic level of the area is low, but jobs are available to skilled applicants.

Students in the special needs programs are referred by guidance and special education personnel from the school district. Referrals also come from federal and state agencies, friends, and relatives. There are also some self referrals. Admissions are usually on a quota basis for available space. The Deaf Program admissions and the Job Entry Training (JET) program also include tuition students from outside the school district as space is available.

The Bilingual Program is for students who do not speak English, but want a job skill. The program is not a remedial offering, but rather a transitional program offering English as a second language and a core curriculum (mathematics and science). The Bilingual Program readies the student for the vocational program and provides supportive services and guidance through the transition.

A drop-out program is provided for students who have left the traditional school. This training is provided in work situations in four vocational areas: carpentry, maintenance, forestry, and landscaping.

PROGRAM OBJECTIVES

The program strives for the optimal development of personal, social, and vocational potential of the special needs disadvantaged individual in the Special Services Vocational Program and the Bilingual Program. Additional program objectives are language development, lower drop-out rates of students and integration of the bilingual students.

Some students in the area are not fluent in their native language or English, and may read or write at third grade level or below. The school's objective is to teach them a language and a skill, so they will be employable. Classes are taught in English, Spanish, and Portuguese.

Objectives of the program are regularly evaluated. The administrative and teaching staff deal with individual concerns and problems as they occur. Feedback is in all three languages. Student conferences, staff conferences, and parent conferences help to keep objectives updated and useful.

PROGRAM ACTIVITIES

Youths entering the program must have completed eighth grade or be fourteen years of age. The program is designed to provide secondary school youth, grades nine to twelve, with an education and salable skill for entry into the job market. Students may further their education at the post-secondary level before entering the work force.

The Pre-Vocational Program is required of all incoming ninth graders. From September to April the students receive experience in all shops. The program is divided into quarters, one-third in arts, one-third in machine (engine), and one-third in technical skills. After April the student chooses a vocational cluster group. A coordinator helps the student with this decision. The Bilingual Program and the Special Services Vocational Program for disadvantaged and special needs students operate within and parallel to the standard program.

Entrance to the Vocational Education Program is by a vocational skills proficiency test. These tests are also administered as exit tests to evaluate the degree of skill. Aptitude testing is done for the Deaf Program and JET. There are math and English hours required by the State of Massachusetts. The special needs department assists students to succeed in the total educational program. The emphasis is on integration, thus minimizing the separation of the special needs students from the regular educational offerings. Some special needs students, with minimum needs, are integrated into the regular academic and vocational programs by utilizing the resource people who supply remedial services. Students with greater needs are trained primarily in integraded programs, but are given direct instruction by resource personnel in the academic areas. These resource instructors also help the students in their vocational programming. The JET is used for the moderately retarded, and provides vocational training skills for entry level jobs. These skills are in the service occupations and provide partial integration into the schools' vocational programs.

The text material is all bilingual and the social science offerings include the history of Latin countries and America. Family learning is part of the advanced English course. All material for the Bilingual Program is produced by the teachers; the director of the program develops the individualized curriculum offerings. A roving resource person helps where needed.

A training and skill update on the student's vocational choice is made during the sophomore and junior years. Scheduled instruction alternates weekly. There is an A-Week (academic week) and a B-Week (shop week). The A-Week consists of thirty periods including English, mathematics, science, technical drawing, health, physical education, music, art, and typing. An attempt is made to correlate the academic work with the prevocational experiences. Reading and mathematics laboratories are accessible to students for remedial and accelerated work.

Students spend the B-Week in the vocational program, which provides training in the following areas: automotive, diesel and heavy equipment, metal, plastics, machine, electricity, graphic arts, electronics, carpentry, commercial art, culinary art, data processing, machine/architectural drafting, media technology, cosmetology, health assistant, building maintenance, landscaping, forestry, and construction/carpentry. The special education student offerings are food service, custodial services and housekeeping.

Fourth term juniors and seniors passing all their shops and courses can enter the co-op program, in which they alternate a week of work with a week of classes at Keefe. Sufficiently skilled students obtain permanent placements and are graded by their job supervisors. Most students stay with the co-op companies, of which there are 350, when they graduate. Placement staff work closely with the Resource Instructional Center in placing the deaf and upper level/borderline level special needs students.

Completion of hours for a high school diploma usually requires three years. All shops require three years. Graduates may speak only their native language, English is not a requirement for graduation.

ADMINISTRATION AND STAFFING

There is a director who is in charge of all special services including the bilingual, academic, and vocational programs. The staff is bi/trilingual, and comes from a varied background: Peace Corps workers, academic linguists, and skilled crafts people from the native population. The staff act as instructors' aides, and role models. The teaching staff for the bilingual program is comprised of one lead teacher/coordinator, two English teachers, two language reading specialists, and several part-time academic computer aides and vocational instructors who teach math, drafting and teaching techniques in Spanish, and drawing in Portuguese. There is one female Puerto Rican counselor for the bilingual program. The total full and part-time staff consists of eleven bi-trilingual teachers, five of Hispanic background.

There are four staff development workshops each year for parent groups. There are four teacher conferences a year and in-service courses twice a year. There are six staff development inservice workshops each year, provided under Title VI for interpersonal development of staff. The bilingual staff meets once a week.

The counselor schedules parent workshops (both in Spanish and Portuguese language) which deal with study habits, work attitudes, and career information. A Parent Advisory Council works with counselors on school concerns. There is no student input to this council.

SUPPORT SERVICES

The support services within the school's program are provided by the teachers, counselor, shop instructors, instructional aides, placement counselors, co-op coordinator, visiting nurse, and program director. The co-op coordinator places co-op participants in the job market; the placement counselor places the handicapped in the job market; and the guidance counselor acts as an interpreter and does personal, social, and academic problem counseling.

A program entitled "Outward Keefe" fosters social and personal development. Through the program, faculty advisors plan group activities such as skiing, canoeing, mountain climbing, camping and overnight field trips.

"Project Pride" is another school program involving students and faculty. Its purpose is to keep the school in good physical condition.

The Spanish Community Center provides support by helping new families and adults with job placement and language problems. The Division of Employment and Service also works with the placement program.

Minority and women's programs have been personally guided by the director of the Bilingual Program. One such program is

New Exploration, sponsored by the YWCA; it is a nontraditional (women and minorities) course in machines, cars, and drafting for ages sixteen to twenty-two years.

The community also assists the school in the building of homes in the area. A lottery is held each year to determine which of the four school districts will be the site of a student-built home. Students and teachers draft the home and the building project becomes a school and community project. Drafting designs of houses are on view in the main hall of the technical school.

Keefe's most valuable support comes from the more than 350 area businesses and industries, which provide on-the-job training, work experience and employment for Keefe students and graduates.

EVALUATION

The evaluation of the program is completed in several ways. The year-end evaluation informs the program planners whether the student remained in the program or dropped out. Teacher evaluations and department evaluations discuss the strengths and weaknesses of the program, in addition to prospects for change in the program, population served and community industrial plans.

Evaluation is an on-going process for the Keefe Technical School because instructors, staff and administrators meet weekly to discuss progress. The year-end report is prepared by the Coordinator of Special Services, the State Department of Bilingual Education and a third party minority consultant. State evaluation forms are used. There is staff evaluation by supervisor rating, observation and self-rating.

Student evaluation involves regular testing, monthly reports by teacher and counselor observation of the student's practical application of knowledge. Testing which compares students' exit skill proficiency to their entrance skill is also used in evaluation.

A survey of bilingual graduates was done for the past three years. Of the students contacted, all were working. Statistics show that of 235 graduates of the Keefe Technical School (all programs) in 1977, 229 were working in higher education or the armed services. Only six graduates (2.5 percent) were unemployed.

SUMMARY

The Keefe Technical School Bilingual Program is the only such program in the Boston area. This program and all programs at Keefe attempt to relate to students' cultural backgrounds while providing them with an employable skill. The goal of the school is to meet the students' needs to earn a living, to identify with their families, to enhance their self-concept, and to develop into productive human beings. This goal is achieved through the cooperation of school personnel, state agencies, and the community. The flexibility of the administrative staff and the community acceptance of the program are important elements in its success. The program goal of integrating the special needs population with the general student body has been achieved and has resulted in benefits for both groups.

BROWARD CORRECTIONAL INSTITUTION

P.O. Box 8540
Pembrooke Pines, Florida 32024

Contact Person: Nedra Clark, Education Supervisor

Program Purpose: The general purpose of this program is to provide a saleable skill to each offender needing training and to offer remediation in support of her occupational goals.

OVERVIEW

This correctional institution employs the Individualized Manpower Training System (IMTS) to prepare adult female offenders for minimum educational requirements to enter vocational training or post-secondary education. The educational program is attended twenty hours a week by the inmates either during the morning or afternoon. The IMTS provides a non-threatening, individualized approach to learning in order to allow the inmates to complete their basic education and continue General Education Development (GED) studies, vocational training, or college courses. The long range goal is to provide educational and vocational skills in hopes of reducing the recidivism rate.

The IMTS staff are trained in the materials and methods used in the system. The vocational instructors are all certified by the State Board of Education. Classes take place in the institution and are open-entry, open-exit, and competency-based. The institution also provides psychiatric and psychological services and drug counseling. A complete medical staff is available. A support library is being updated and expanded. A community college and local volunteers provide community support.

TARGET POPULATION CHARACTERISTICS

At the time of the site visit, Broward Correctional Institution had 205 adult female offenders. Six were Spanish bilinguals, seventy-six were Caucasian, and 123 were Black, Inmates of this close security institution have relatively long sentences ranging from five years to life. Ages range from sixteen to sixty with an average age of twenty-eight. Approximately three-fourths or 160 inmates are involved in one or more educational programs at any one time.

PROGRAM OBJECTIVES

The IMTS goal is to enable adult students to enter and succeed in vocational education through a component program designed to remedy individual deficiencies. It is a model compensatory vocational education program for the disadvantaged student who because of basic skills deficiencies cannot succeed in the vocational classroom.

The stated philosophy of the Vocational Training Program at Broward is based on the belief that successful post-release adjustment is heavily influenced by the extent to which inmates manage to secure relatively rewarding jobs and establish meaningful post-prison social relationships. The staff believes that with an appropriate amount of motivation and effort the ex-offender can succeed in the adjustment. The vocational program focuses on providing students with opportunities to engage in meaningful work, to learn skills and work habits which will enable them to be self-supporting when they are released.

PROGRAM ACTIVITIES

Broward Correctional Institution for women is a modern facility which opened in August, 1977. The facility was originally designed to house male inmates and contains vocational shops in several trade areas. When the decision was made to designate it as a female facility, the shops were left and an experiment in training the women in nontraditional trades was begun. Most of the staff were new to the correctional setting and all were enthusiastic about the overall quality of the educational program.

The educational program has several components. The IMTS is used to improve students' basic skills and allow them to progress to further training. IMTS was originally developed at the Draper Correctional Institution in Alabama as an experiment in individualized learning and to create a positive learning environment which contrasted with the negative experience most offenders had encountered. This system is currently being implemented in regular vocational centers as well as in several correctional institutions in Florida.

At Broward, the students decide to enter an educational program after a team conference and they are tested to diagnose their deficiencies. A prescriptive plan is implemented which insures that there is no repetition of skills already acquired. It has defined limits and is usually related to occupational goals or other relevant social skills. The IMTS staff target their instruction to improve basic skills in reading, language, and math, increase motivational stimulation, intensify personal attention to the individual's learning and provide instruction that is adjusted to the individual's learning style.

The IMTS material is all individualized. The students are placed at the level of difficulty they can handle and proceed through modular learning units. These units provide written objectives, instructional materials, exercises, and immediate feedback. Students are tested regularly for mastery of the material. If they pass, they proceed with their individual learning plan. If they do not meet the criterial specified for a unit, the instructor analyzes the test and prescribes additional learning activities in the areas of difficulty. A variety of learning techniques and technology may be used including audio-visual instruction, programmed materials, and individual tutoring.

The IMTS staff are learning managers. They are helpful and flexible, employing positive reinforcement whenever possible. In a 1978 IMTS Progress Report, the Florida Department of Corrections stated that the average gain has been about one grade per four-month period. This report concludes after one and a half years of conducting the IMTS program that it has been successfully demonstrated to be a new approach to the education and rehabilitation of Florida's offenders.

All of the educational programs at Broward run on a twelve week-on, one week-off cycle during the entire year. The classes have a maximum ratio of fifteen vocational students to one instructor and eighteen academic students to one instructor. Most of the classes are scheduled half time to accomodate some of the institutional requirements for institutional work and maintenance. This affords some women on-the-job training in such areas as water treatment, secretarial skills, food service, warehousing, inventory control, shipping and receiving, grounds maintenance, electrical repair, air conditioning, and plumbing.

The vocational courses offered are limited in number, but unusual in nature. As mentioned before, some vocational shops were installed in anticipation that the institution would house male inmates. Consequently, they have carpentry and electronics available as well as office occupations, food service, an industry sponsored optical lab, and an arts program. All of the vocational instructors are white males with vocational experience and certified by the state, except for the office occupations instructor who is a white female. The director of the optical lab is a licensed optician.

A brochure printed for prospective students states that the goals of the vocational program are to help students help themselves to become: (1) self-supporting citizens by learning a new vocational skill or by upgrading an existing skill; (2) aware of the value of meaningful work and the possession of a satisfying job by participating in meaningful work and possessing a satisfying job; and (3) contributing rather than destroying members of society of which they are a part of attaining a higher level of individual freedom and dignity and pride in self.

All of the vocational courses except the optical lab are designed for individualized competency based instruction and are open-entry and open-exit. The students demonstrate competency in the task before they are promoted to the next unit of study and progress at their own speed. Certificates are awarded listing the competencies mastered. The carpentry program is full-time and is divided into two sessions. The morning session is instruction and the afternoon session is application on institutional carpentry projects.

The food service program is either full-time or part-time and is divided into two sessions. The first session is responsible for preparing the noon meal for the institution under the supervision of the food service instructor who teaches the correct procedures and the variations for preparing the specific foods. The afternoon session prepares the evening meal. An advanced course that includes food decor, classical bakeshop, meat cutting, classical food production (French cuisine), storeroom and storage, and hotel restaurant management is also available to inmates with an eighth grade education or its equivalent, interest and a commitment to finish the course, and employment opportunities in the home community.

The optical program is full time, and classroom instruction is coordinated with working in the laboratory. This program is sponsored by industry, and the lab technicians provided glasses for all of the correctional institutions in Florida. The director of the optical lab and an instructor conduct the classes and oversee production of the lenses. Instruction in the optical lab is not open-entry and open-exit, but it is competency-based.

The electronics course was not in operation at the time of the site visit due to lack of equipment and subsequent lack of interest by the inmates. The electronics instructor was employed in prison maintenance of equipment and was providing on-the-job training and supervision to a small number of inmates.

There is an art instructor provided by the county. Classes are in two sessions. The instructor provided advanced instruction and career information to those students who demonstrate potential talent.

In addition to IMTS, the GED program, and the vocational courses, the education program provides post-secondary courses. The instructors are provided by the local community college. These classes are offered in the evening and require a high school education or equivalent. Most courses are once a week for a two to three hour block and are in addition to a full day's work by the inmates.

ADMINISTRATION AND STAFFING

The education supervisor is directly responsible to the institution superintendent. She directly supervises the IMTS staff, the coordinator of the evening program, and the vocational coordinator. The vocational coordinator supervises the vocational instructors, provides career counseling to the students, and recommends the types of vocational programs to be presented based on facilities, interest, and employment opportunities. The education supervisor has experience teaching both special education and business and office education. The vocational coordinator has a degree in economics, 25 years experience in his own business, and is currently pursuing a masters degree in counseling.

Of the twelve people on the education staff, eight had prior work experience in vocational areas, three with special needs students, three were bilingual, one was black, and one Hispanic. All of the vocational instructors are certified by the state and all provide contacts and recommendations for their students in their former industries. The IMTS staff participate in periodic workshops to explain IMTS materials or new procedures. The vocational staff is responsible for developing the competency based curriculum materials.

SUPPORT SERVICES

The institution provides numerous support services such as a psychiatrist, psychologist, drug counselor, medical staff, and religious advisors. These people provide the various kinds of psychiatric, social, and family counseling that inmates need. Volunteers from community groups also work with inmates providing recreational activities and instruction. A nonprofit community group called Transition, Inc., assists inmates after they leave the institution by providing linkages with employers and social agencies. In addition, the county supports the arts program, and to some extent the IMTS and GED programs through funds, teacher salaries, and supplies. The institution also provides a recreational and research library which is expanding its collection to better meet the needs of its users.

EVALUATION

The IMTS program is evaluated monthly based on the pre-test and post-test scores recorded for each student. A monthly report is prepared by the IMTS staff for a research project at the University of West Florida, which is evaluating the success of the program based on the progress of the students. The education staff is evaluated every six months by the education supervisor, who specifies her observations in a written report.

SUMMARY

The educational staff of Broward face a myriad of social, psychological, and education problems with their students on many of which they may have little impact. The strength of the staff seems to be in their consistent caring attitude and efforts on behalf of their students. The staff indicates that students' needs are attitudinal and motivational. They believe students need a sense of self-identity, self-worth, self-respect, motivation, responsibility, confidence, positive attitudes toward each other and society, and help over the barrier of fear that they will not be accepted in the free world. In addition, the staff felt the students need career and occupational information, guidance in determination and goal setting, practical experience based on reality, and better basic educational skills. The non-threatening nature of the vocational program, the individualized positive feedback, and the instructors' caring, professional attitude are provided to help meet these needs.

The vocational program is limited because of the small number of inmates, budget considerations, and facilities. However, efforts are being made to expand the vocational offerings. It has been suggested that more prison industry (such as the optical lab and upholstery) and less mandatory education would better meet the needs of long-term inmates in providing worthwhile occupations for their lengthy period of incarceration. Students indicated that they needed more motivation, help in goal setting, more programs aimed at higher levels of education, bilingual programs, and more equipment and supplies. They believe that work release and early parole when vocational skills are sharp would help their employment possibilities.

Altogether, the educational program seems to be meeting the basic educational needs of the students and provides vocational training in some areas not normally available to women through the nontraditional vocational courses and prison maintenance activities. However, the number of vocational courses and the kinds of upper level academic courses are limited. Also, placement and follow-up information on students is not available at the institution. This program has a solid base of effective practices and staff involvement on which to build and expand.

INDIAN RIVER CORRECTIONAL INSTITUTION

P.O. Box 2886
Vero Beach, Florida 32960

Contact Person: Dave Farcas

Program Purpose: The general purpose of this program for youthful offenders is to provide comprehensive treatment which includes provisions for separate facilities and programs, including but not limited to custody, care, treatment and rehabilitation.

OVERVIEW

Indian River Correctional Institution offers vocational education in thirty-three trade areas. All of the programs are competency-based which means that some type of prerequisite exists. All of the vocational education programs are related to the occupational aspirations of the inmates. The focal point of the vocational education programs is the Individualized Manpower Training System (IMTS) which is utilized to improve prerequisite skills as well as performance in the course once the student enters the program. IMTS is an individualized system for the delivery of remedial and related training with emphasis in pre-vocational and exploratory activities. The system serves inmates who need remediation in academics, prerequisite vocational skills and guidance in selecting a course of training directed toward beginning a career. In short, the IMTS is an integral part of and is a method for improving access to and performance in vocational education programs for inmates.

The IMTS staff are trained in the materials and methods that are employed in the system. The vocational instructors are all certified by the State Board of Education. Classes take place within the institution and are open-entry and open-exit. The institution provides a variety of supportive services including psychological, health and employment. The IMTS is made possible by a federal vocational grant.

TARGET POPULATION CHARACTERISTICS

At the time of the site visit, Indian River Correctional Institution had 273 male youthful offenders. Twelve were Spanish bilinguals, 126 were black, and 135 were Caucasian. The institution is minimum security. The age ranges from fifteen to twenty-two with an average age of eighteen.

PROGRAM OBJECTIVES

The education program is centered around vocational goals geared toward the objective of providing an employable skill to each offender needing training and to offer remedial learning activities in support of his occupational goals.

The major goal of IMTS is to enable students to enter and succeed in vocational education through a component program designed to remedy individual deficiencies. The secondary objective is to provide increased motivational stimulation through intensified personal attention to the individual's instruction that is adjusted to his/her learning style.

PROGRAM ACTIVITIES

Indian River Correctional Institution is a modern facility that was started in January, 1977. That same year it was recognized by the American Correctional Council as an exemplary youthful offender institution.

The educational program has several components that comprise both day and evening classes. The IMTS is designed to enhance basic skills and enable students to be successful in training programs. IMTS was originally implemented at the Draper Correctional Center in Alabama as a pilot project in individualized learning and is designed to create a positive learning environment since many offenders have met with negative educational experiences that have hampered earlier achievement. This system is currently being implemented in regular vocational centers, as well as in correctional institutions in Florida and other states.

Before students enter an educational program, they participate in classification procedures to increase the overall efficiency and effectiveness of rehabilitation services provided to meet the needs of the youthful offender. An integral part of the classification process is the administration of the Test of Adult Basic Education (TABE) to diagnose educational deficiencies. A prescriptive plan is developed which enables students to develop skills in which they are deficient without repetition of those already mastered. The IMTS staff focus instruction on the improvement of basic skills in reading, language and math with the basic philosophy of providing successful experiences, thus increasing motivation on the part of the student. Students attend the IMTS lab from six to twenty hours per week either in the morning or afternoon.

The IMTS material is completely individualized and the students are placed at the appropriate level and proceed through learning units at their own rate. The units provide written objectives, instructional materials, exercises and immediate feedback. Students are assessed regularly to see if they are ready to progress to the next level of instruction or have met prerequisites for entry into the vocational education program

The IMTS staff are considered as facilitators of learning. They provide a lot of support to the inmates by providing a non-threatening atmosphere and immediate positive feedback two to three times per day. The ratio between IMTS teachers and students is one to seven.

In the 1978 Progress Report, the Flordia Department of Corrections stated that the system had been successfully demonstrated to bring inmates' academic skills up about one grade level for every four month period.

The educational programs at Indian River usually average about four to six months in length. Approximately 95 percent of the inmates are enrolled in some type of educational program at any given time. The classes have a ratio of fifteen vocational students to one instructor. Most of the classes are scheduled half time (morning or afternoon) to accommodate the institutional requirements for work programs, religious programs, substance abuse, and recreation and leisure time programs.

Before establishing the vocational courses at the institution, a survey was made to determine those vocational training areas in which inmates are most likely to get a job. The current offerings are small engine repairs, marine engine repair, auto mechanics, food service and emergency medical training.

All of the vocational courses provide individualized, competency-based instruction with open-entry and open-exit policies. The students demonstrate competency in the task before they are promoted to the next unit of study and progress at their own speed. Certificates are awarded listing the competencies mastered; thus, if a student leaves the institution before completing the course, he receives partial credit for units completed.

ADMINISTRATION AND STAFFING

The education supervisor is directly responsible to the superintendent. He directly supervises the educational programs of the institution, including IMTS, General Education Development (GED) and vocational programs. The remainder of the instructional staff is composed of five vocational teachers, two IMTS facilitators, two English and GED teachers, two mathematics/ GED teachers and various part-time staff members.

One of the more salient features of the staffing pattern is the cooperative effort between the Indian River Community College, the County School Board and the local Comprehensive Employment and Training Act (CETA) agency. All have combined support to provide adequate staffing to better meet the needs of the inmates.

Although the classification counselor and chaplain are not considered a part of the educational staff, they work very closely with education personnel and assist the students in the areas of moral development and employability skills. In an attempt to maintain a high level of standards in the IMTS laboratory, periodic workshops are held for the staff to explain new materials or procedures.

SUPPORT SERVICES

Indian River Correctional Institution provides various support services such as a psychiatrist, psychologist, drug counselor, medical staff and religious advisors. These people provide the various kinds of psychiatric, social and family counseling that inmates need. Volunteers from community groups also work with the inmates in providing recreational activities and instruction.

In addition, personnel support is provided through the county, community college, and CETA. Linkages are also being developed between the Vero Beach Employment Service and the institution for job placement. The institution also provides a library which is constantly expanding its collection to meet the various needs of the students.

EVALUATION

The IMTS program is evaluated monthly based on the pretest and post tests scores recorded for each student. A monthly report is prepared by the IMTS staff for a research project at the University of West Florida which is evaluating the success of the program based on the progress of the students. The education staff is initially evaluated after six months and yearly thereafter by the education supervisor.

SUMMARY

Indian River Correctional Institution as a whole deals with the variety of social, psychological, and educational problems that youthful offenders bring to any correctional institution. The prison administration seems to maintain close cooperation with education, security, medical, and support staff in meeting the special needs of the inmates. A major strength of the institution's programs is this caring attitude and consistent effort on behalf of the inmates.

The educational staff indicated that the students needed motivation, a positive attitude towards themselves, vocational skills, basic educational skills, and goal-setting and social survival skills. These needs were being met through accelerated activities in IMTS, the GED program, the competency-based vocational programs, positive feedback provided to each student, and the recreational activities organized by the institution's chaplain. Another intervention being utilized, experimentally, at the time of the site visit was the assignment of parole officers to inmates when they entered the institution in order to monitor the inmates' progress and establish a good working relationship with them before they are released.

The staff felt that they could use more materials in English geared to adult interests and social tasks. Much of the material they were using was teacher developed. The vocational programs were limited in number by the size of the institution, equipment available and employment needs of the community; however, the competency-based nature of the courses allows maximum use by the inmates. The vocational instructors felt the students need at least an eighth grade reading level, some mechanical ability and interest to be successful in the vocational programs. They also felt additional equipment would improve the programs.

This educational program seems to be meeting the basic educational needs of the students and is providing them with skills which are in demand in the community. In addition, a new system to provide support in transition and follow-up information is providing an adequate environment in which the involved staff can meet the educational needs of its students.

PROJECT RECOVERY

207 Hillcrest Building
Ralston, Nebraska 68127

Contact Person: Calvin Hamilton, Director

Program Purpose: This program provides successful academic and vocational experiences for out-of-school youth and potential drop-outs in order to allow them to complete high school and provides them job placement and/or guidance in obtaining additional training to further career choices.

OVERVIEW

This program presents academic courses in reading, math, and social studies on Monday and Tuesday nights for one hour and forty-five minutes during each of three semesters. Fourteen vocational training courses are offered during two semesters, once a week in three-hour blocks, during the afternoon or evening, Monday through Friday. The program is sponsored by the Omaha Suburban Area Council of Schools (OSACS) which funds the academic program. The vocational courses are supported from state funds for the disadvantaged and handicapped.

The immediate goal of the program is to provide students who are unlikely to graduate with an alternative way to earn the necessary graduation credits by taking academic and vocational courses. The long-range goal is to insure that students are employable and give them every opportunity to improve their station in life through work and renewed interest in education. The academic staff are teachers from the participating schools and the academic classes are held at three local high schools. The vocational instructors are local tradespeople who are certified vocational instructors, and most of the classes are held in the local businesses where the instructors work. The students must provide their own transportation to the classes, and the academic teachers provide some counseling services. The community businesses provide extensive support in terms of free material, tools, workspace, and hiring the graduates.

TARGET POPULATION CHARACTERISTICS

The academic and vocational programs are targeted to out-of-school youth and potential drop-outs. Students may enroll in one or both programs concurrently to meet their special needs. There were 132 students enrolled in the fourteen vocational programs for the fall semester 1978--fifty-six males and seventy-six females. The females were concentrated in the principles of banking course (forty-eight females, six males), and the nursing assistant course (fourteen females). The basic auto mechanics and the service station management courses have fairly balanced enrollments of eight males, nine females and two males, five females respectively. The remaining courses had males only: advanced auto mechanics (twelve), auto body (eight), dry wall and decorating (twelve), electrician (two), heating and air conditioning (four), and masonry (two).

All of the students were white and none were handicapped. The categories of disadvantagement covered by the program are academic failure, socio-economic, cultural, poverty, neglect, delinquency, linguistic isolation, ethnic, negative attitude, and other. The handicapped categories that can be served by the program are trainable mentally retarded (TMR), educable mentally retarded (EMR), hard of hearing, deaf, speech impaired, visually impaired, emotionally disturbed, crippled, learning disability, and other. Of the 132 students in the fall vocational classes, five were considered disadvantaged because of academic failure, eight because of negative attitudes, and 119 for other reasons not elaborated.

No figures regarding categories of disadvantagement were obtained for enrollments in the academic classes in which 250 students were enrolled during 1977-1978.

Enrollment projections show that 200-250 special needs students will be enrolled in the project during the current fiscal year. Past programs have served some students with hearing or visual impairments.

PROGRAM ACTIVITIES

Project Recovery was first operated as a U.S. Office of Education exemplary project. After one year of the pilot program, the vocational directors of the local schools felt the program would be beneficial for the entire suburban area. They formed a nonprofit corporation under a state law that allows this kind of arrangement between schools and developed the Omaha Suburban Area Council of Schools (OSCAS) to administer the program among other cooperative efforts. State and local funds support the project equally, and the cost per pupil per semester is relatively low with a maximum of $140.00. Local industries also contribute a considerable amount of free material, equipment and workspace.

The students are identified by their principal or counselor as being credit deficient for graduation and are given the chance to enroll in this alternative program. Entrance into the academic program is based on this credit deficiency as verified by the proper authorities. Students may exit whenever they wish or upon completion of the unit of work resulting in credit for the course. When students enter the course they are tested and provided with instruction at their proficiency level. All instruction is completely individualized using commercial materials and teacher-made modules. The learning units are small in size, which allows immediate feedback on the quality of work done by the students. If testing at the end of a unit shows that a student has not yet mastered the material, he/she receives more instruction until success is achieved. A good deal of programmed instructional materials are used in the mathematics courses, while social studies, reading and literature are mostly teacher compiled. The staff stresses that, in addition to scheduled activities, impromptu discussion sessions on topics important to the students are frequent and valuable, especially in helping them to deal with social and family problems.

The vocational courses also require the recommendation of the principal or counselor. Some vocational students are also enrolled in the academic program, but it is not a prerequisite. Enrollments are limited by the size of the work area; class size ranges from eight to forty students. Some instructors follow a set plan of study based on the structure of the occupation they are teaching. Others have a set amount of material they teach but the order is dictated by the needs and interests of the students. Teaching style is mostly lecture, demonstration, and student application. At the end of each semester, the students are presented with a certificate listing the competencies which they have mastered. If they did not master all of the material they can re-enroll and finish the materials.

Employment strategies are generally left to the individual vocational instructor. Students learn to read want ads and write a resume, but placement is generally made through individual staff contacts with the industry. Businesses that provide training, generally, hire the graduates. The director states that all students who have wanted jobs in the areas for which they were trained have been placed. Approximately twenty-five percent drop a particular program and start another. It is not known how many return for further training. Follow-up of graduates is done informally through personal contacts with trades associations and local businesses.

The director and staff feel that this program model is generally applicable if there is some mechanism for allowing school districts to pool funds to meet the needs of these students. This program concentrates in the trades area which might not be feasible in heavily unionized areas; however, vocational subjects other than trades could be substituted. This program also leans heavily on personal contact between the trades and the staff for material, equipment, teacher recruitment, and student placement.

ADMINISTRATION AND STAFFING

The administration of the project is kept to a minimum with one program director (male) and three site directors (male). The program director is responsible to the OSACS for planning, administering, and evaluating the program. The director maintains community contacts, hires and trains the vocational staff, assists the vocational instructors in developing their curriculum, holds regular reviews of the academic curriculum, places students, and visits each class once a week. At the present level of activity the director's position is time consuming and requires a good bit of travel to the work sites plus participation in local trade organizations for instructional staff recruitment and student placement purposes. If the number of courses increases, the present director foresees the addition of a counterpart to oversee the academic program. In this particular program, the director lends direct support to the instructional staff and the students.

The purpose of the site directors is to oversee the acacemic programs at their sites and prepare the enrollment and attendance reports. Because the classes are self-paced, not all students complete the entire course in one semester. Those who do not complete the work in a semester can pick up the work any time they re-enroll. It is the responsibility of the site director to maintain student records; contact students who do not show, ascertain their interest in the program and if appropriate arrange for their continuance; and report student progress to the program director and the home schools. The site directors are all guidance counselors and provide any individual counseling the students need in the academic program.

There are nine academic teachers (male) at the three sites. All have masters level degrees and are certified to teach their academic subjects. Because of the success of the alternative night academic program, the participating schools are thinking of expanding the program. The twelve vocational instructors are all male except one, the exception being the nursing instructor. All are practicing their trade and have no vocational instructional experience before this program. The program director considers this an asset because of the instructors' direct links with their trades and the value these linkages afford in curriculum development, material acquisition, and student placement. Seven of the instructors have no post secondary degrees four have bachelors, and one has a masters degree. None of the degrees is in education. At least one of the instructors is a graduate of the Recovery program who acquired his own business and took over the course when his former instructor retired. The vocational instructors provide the vocational information about job requirements, working conditions, and additional training needed as well as placement services.

SUPPORT SERVICES

There are no formal support services outside of the caring attitudes and activities of the instructional staff and administrators. The community lends informal support by hiring the graduates and the local industries provide considerable material and equipment free of charge to the program.

EVALUATION

The program director is required to prepare seven reports a year for the OSACS and the State Department of Vocational Education utilizing data from teacher reports on enrollment and completions. This information must be made available to the State Department in order to receive funds. The instructional staff is evaluated by the program director through weekly visits to class settings. One academic course a year is completely evaluated and overhauled to better meet the students' needs.

SUMMARY

The administration and instructional staff feel that the strengths of the program lie in the dedication of the staff and the flexibility of the instructional program. The staff feel that the students need successful educational experiences and a feeling of acceptance in order to improve their attitude toward school. The academic instructors feel the program provides an occasion for the students to have exchanges with teachers in a non-threatening situation, and allows discussion of topics not broached in school such as family living, decision-making, and other social coping skills. Several staff expressed the opinion that the program treats the students as adults; human beings that need someone to communicate with on their own level. The self-paced curriculum, flexible discussion periods, sympathetic instructors, and the pass or withdraw system appear to facilitate the goal of providing successful, useful experiences for the students

The director feels the success of the vocational program rests with the staff's direct involvement with local trades and industries. This allows the newest techniques, equipment and materials to be introduced in the classrooms. The instructors can also present a realistic picture of on-the-job duties and responsibilities to the students. In fact, some students take one or more vocational courses before finding a vocational area in which they are comfortable and proficient. The director feels the instructional staff is excellent and credits them with effectively inspiring the students to complete their education and obtain employment in their fields of study.

One improvement that could be made is the inclusion of a more formal career exploration program before the students enter the vocational classes. Career information about salaries, training, working conditions, and employment possibilities is relatively informal. It is sometimes covered in interviews before the student is enrolled and sometimes the information is presented during the course of the program A career exploration course offered in the academic program might also provide the impetus for more non-traditional enrollments. The director was justifiably proud of the balanced enrollments in basic auto mechanics and service station management and the fact that there have been males enrolled in the nursing assistant and principles of banking courses. However, career exploration and recruitment should help balance enrollments in the other courses and possibly point the way to additional courses that might be added in the future.

NEW OPTIONS PROGRAM

Putnam Northern Westchester
Board of Cooperative Educational Services (BOCES)
Yorktown Heights, New York 10598

Contact Person: Albert Pasternak
Coordinator of Adult and Continuing Education-BOCES

David Sterling
Program Coordinator

Program Purpose: The New Options Program is designed to offer a variety of instructional and training alternatives to disadvantaged students. Program participants include adults and out-of-school youth seeking new or improved occupational, basic academic, and life skills education and/or a high school diploma.

OVERVIEW

The New Options Program is a vocational and academic adult education program which operates throughout the year. Students select programs of study, and preferred hours and days of attendance. The academic and vocational studies are available at three individualized learning resource centers. Students are scheduled, evaluated, and tutored on an individual basis and proceed at their own rate. The program is sponsored by the Putnam Northern Westchester Board of Cooperative Educational Services (BOCES). The total amount of annual funding for the program is $108,000. The federal contribution to this total dollar amount is 85.1 percent or $92,000 with a state portion of $16,000 or 14.9 percent. Students are charged by their ability to pay. The goal of the program is to provide disadvantaged adults and out-of-school youth with the necessary vocational, general academic, and life skills required to enter and compete in the job market and find meaningful employment.

The professionally trained and experienced program staff includes teachers and counselors. In addition, support staff consists of a reading specialist, a placement specialist, and numerous tutors. The staff cooperates with community resources to provide students with a personal and supportive learning environment.

The New Options Program at the BOCES Yorktown Technical Center in Yorktown Heights is one of three resource centers that comprise the total New Options Program. The remaining resource centers are located at the BOCES Putnam Technical Center in Carmel and the Washington School in Ossining. The geographic areas served by the program are urban, inner city, suburban, and rural.

TARGET POPULATION CHARACTERISTICS

The program serves disadvantaged adults who are unemployed, underemployed, or without a high school diploma, and out-of-school youth. An estimated 700 students (315 male and 385 female) are served by the program. Approximately 400 of these are adults. Approximately one-third are Black Americans; other subpopulations include Hispanics and Orientals.

The native language of sixty-five of the 700 program participants is other than English. An estimated total of thirty-five Oriental students, twenty Spanish, and ten with some other native language comprise the bilingual population. The smallest special subpopulation group participating in the New Options Program, a total of ten students is the physically handicapped.

Approximately half of the participants have annual incomes of less than $5,000. An estimated 265 of the 700 have incomes in the $5,000 to $15,000 a year range. Only seventy-five students have annual incomes of $15,000 to $30,000, and ten exceed $30,000 a year.

PROGRAM OBJECTIVES

The New Options Program has four major objectives. One objective is to attract, register, and direct disadvantaged adults and out-of-school youth into appropriate occupational and general educational programs. The program staff also provides guidance, individualized instruction, and support services to assure the independent, progressive study and development of all students. The final objectives are to provide appropriate job placement services, and to decentralize program locations and scheduling for optimum participation by the target population.

The original Vocational Education Act grant which provides funding for the New Options Program did not make provisions for job placement. The need for such a service was realized by the program staff and a job placement component was incorporated within the originally proposed instructional design. The 1977 to 1978 term showed promising placement statistics which prompted plans for a more intense and formal placement program for the 1978 to 1979 term.

PROGRAM ACTIVITIES

The New Options Program was created in 1975 to meet the needs identified in an assessment survey of available adult services and alternative continuing education programs in New York State. The survey was conducted by the New York State Education Department. Survey results indicated that adults desire general educational and vocational programs that are personalized, easily accessible, and flexible in scheduling.

Students interested in the New Options Program can enroll by contacting any of the three resource centers. In addition, many students are referred to the program by social service agencies, local school districts, and friends. The Westchester County Department of Social Services refers approximately fifteen to twenty clients each month and has designated New Options as a referral center for clients in need of vocational and basic academic training.

Staff interview students to obtain information regarding background, present situation, and personal goals. Diagnostic tests such as the Adult Basic Education Test (Levels, E, M and D, 1976 Edition) are used to assess student achievement levels. The Strong-Campbell Interest Inventory, Occupational Interest Survey--Kuder DD and E, and the Self-Directed Search are surveys used to identify occupational interests.

Students are interviewed a second time by a vocational counselor and/or academic instructor to identify interests, areas of student need, and subsequent goals to be attained. Information obtained through the interviews and test analyses is used to develop an individualized educational plan for each student. Students meet with program staff to review the plan and devise a contract of vocational, academic, and behavioral expectations. This procedure is continuous as students are made aware of their progress and overall levels of achievement throughout the program.

All elements of the New Options Program are within the academic or vocational strand. The academic strand includes the Adult Basic Education (ABE) portion of the program which offers students basic academic, life skills, English as a Second Language (ESL), and remedial reading and math programs. Basic academic studies are available to students who need to improve their competencies in reading, writing, spelling, and math. Teachers use existing adult basic education materials and also self-designed materials. Students conclude their ABE studies with completion of the New York State Eighth Grade Competency Examination.

Student performance levels in basic life skills areas such as consumer citizenship, health awareness, and occupational preparedness are individually assessed. The Adkins' Life Skills Development Program is a part of the curriculum.

After completing the ABE segment of the program, students may obtain a certificate of achievement to acknowledge their ability to function at an eighth grade academic level. Students may then participate in the New York State External High School Diploma Program. This is a competency-based, applied performance and assessment system which confers local high school diplomas to adults demonstrating competence in basic academic and life skills. The open-testing system is very flexible in time and location of testing. This life-oriented educational curriculum is an evaluation system rather than an instructional system and lacks a supportive service component. Students completing the basic academic and life skills components of the New Options Program can, however, enroll in the New York State External Diploma Program and continue to receive supportive instructional services from New Options.

The General Educational Development (GED), Examination, administered by the New York State Education Department is another option for students who desire certification of academic competencies. Students can avail themselves of individualized and small group instruction to prepare for the examination. Testing for the GED is conducted at the Yorktown BOCES.

The Vocational strand of New Options offers continuous vocational counseling, testing and guidance to unemployed and underemployed individuals. Career exploration is emphasized and students are exposed to realistic occupational alternatives. Activities such as mock interviews and role-playing are used in counseling sessions to help prepare students entering the job market. Other activities center on resume and letter writing, interviewing techniques, developing self-confidence, and preparing job applications. The job readiness activities are designed to help students develop skills that are necessary to locate, apply for, and secure suitable employment.

New Options students can obtain vocational skills education by participating in the day or evening classes at the BOCES Technical Center. Vocational courses are available in most trade, technical, commercial, industrial, and professional fields. Students are provided with necessary course materials and receive "hands-on" experience when possible. Students who require supervised home-study or additional technical experience can enroll in correspondence courses. A cooperative work experience and internship program is in the planning stages. Follow-up of students and post-graduate placement are key program elements.

ADMINISTRATION AND STAFFING

The program is under the jurisdiction of the Coordinator of Adult and Continuing Education for the Putnam Northern Westchester BOCES. The program coordinator has responsibility for daily operation, scheduling, budgeting, and program analysis. The program staff participates in program planning and policymaking.

The staff consists of eight teachers and three counselors. The average student teacher ratio is one to ten. Ninety percent of the teaching staff is female, as is one-third of the counseling staff. All staff members are college graduates with either bachelor's or master's degrees, and the appropriate certification to teach and/or counsel. One reading specialist, one placement specialist, and tutors comprise the supportive staff and lend necessary assistance to students.

More than seventy percent of the teachers and counselors have had previous work experience in vocational areas and in working with special needs students. In addition, three members of the staff are bilingual and two are Black Americans.

The staff has participated in numerous professional development activities such as a writing workshop, life skills conference, adult basic education conference, and a conference on humanizing education.

Students that are involved in the vocational courses at the BOCES are taught by the regular vocational teachers.

SUPPORT SERVICES

Guidance and counseling services are available to students participating in the program. Students can obtain individual personal and academic counseling as well as vocational group counseling. Techniques utilized by staff working with students in counseling sessions include transactional analysis and roleplaying. The group counseling sessions occur continuously throughout the program and individual counseling is scheduled for students as needed.

Program participants benefit from a variety of supportive services provided by the State Department of Social Services, local community agencies, and institutions. Community cultural programs and crisis centers are readily available to students. Literacy volunteers and other paraprofessionals tutor students in academic related areas. The program staff is also planning to establish an agreement with local colleges to place student teachers with the New Options Program.

EVALUATION

Program success is measured by an analysis of job placement statistics, and the number of students successfully completing eighth grade comprehensive examinations and the general education development examination. Additional evaluative criteria includes attendance records and the number of students receiving external diplomas, additional vocational training, and continuing education.

The program coordinator completes monthly evaluation reports to be submitted to the Director of Adult Continuing Education at the BOCES and to the State Department of Education. The information included in this report is obtained from standardized progress reports prepared by the instructors.

During the 1977 to 1978 school term the New Options Program provided academic and vocational services for over 600 persons. All of the students involved received continuous vocational counseling. One hundred and four were placed in BOCES adult training classes, forty-seven enrolled in supervised home-study programs, and thirty-eight were placed in personally chosen careers. In addition, the program prepared 135 individuals for the high school equivalency examination and twenty-five for external diplomas. The majority of these students have gone on to obtain additional vocational training, continuing education or employment.

SUMMARY

The New Options program staff has concluded that employers seek individuals who possess more than vocational skills. It is necessary for potential employees to have job related skills that include communication, language arts, and behavioral skills in social and personal relations. The program attempts to meet this need by providing activities to assist students in attaining their academic and vocational objectives.

One main problem that staff identify is transportation, as fifty percent of the student population must rely on their parents, themselves, or public transportation in order to get to the Center. Thirty-five percent of the student population take advantage of the BOCES school bus or agency transportation. The remaining fifteen percent walk to class.

The greatest strength of New Options is the flexible and individualized program format. Student participants find this system of individualized scheduling, testing, and tutoring compatible with their varying life styles and personal needs.

The cooperative linkage established between the New Options program and various community agencies and institutions is another positive aspect. The designation of New Options as a referral center by the Westchester County Department of Social Services has gradually increased the number of clients served by the program. This cooperative arrangement between the Social Services Department and New Options represents a major step in the development of a more comprehensive, continuous, and effective community resource to serve residents of Westchester County.

The New Options Program has been effective in serving the disadvantaged adult and out-of-school youth populations. The staff has been successful in training and locating students in various occupational fields. Students as well as employer reactions to the program have been favorable. The students have been served at a minimal cost to them of no more than $10.00.

External review of the New Options Program conducted by the Advisory Council, the Department of Continuing Education within the New York region, and the Bureau of Trade and Technical Education have been complimentary. Recommendations were made for continued program activity and financial support.

The staff believes that the New Options program can be easily replicated in other geographic locations with proper funding, transportation, and support services.

SERVE

916 Area Vo-Tech Institute
3300 Century Avenue
White Bear Lake, Minnesota 55110

Contact Person: Jerry Bauer, Coordinator

Program Purpose: SERVE is an acronym standing for Special Education, Rehabilitation, and Vocational Education. The purpose of SERVE is to provide and insure those services that will enable students with special needs to succeed in vocational education. It provides individual guidance, counseling and direction, support services and advocacy to handicapped or disadvantaged students that enables them to make progress toward a vocational goal.

OVERVIEW

SERVE is a support service instituted in an intermediate school district and available to all special needs students in pre-vocational exploration, secondary programs, and post-secondary programs, during the regular school day, year round. It is supported by local and state funds. The program includes supplemental resource instruction, evaluation and exploration, related special instruction, job seeking, and placement. The immediate goal of the program is to integrate the special needs students into the classroom and the long range goal is to increase the chances of successful employment. SERVE has a Vocational Assessment Center and a Resource Learning Center; however, most supplemental instruction actually takes place in the students' classrooms. The staff are all certified in both vocational education and special education. This includes the Vocational Assessment Center staff, supplemental resource instructors, and job-seeking and placement staff.

TARGET POPULATION CHARACTERISTICS

Since its beginning in 1972, SERVE has provided services to 4,410 disadvantaged and handicapped high school and post-secondary students. For the fiscal year 1977-78, 1,016 students were served. This breaks down into the following categories: high school--220, post-secondary--345, handicapped--305, disadvantaged--260. This figure includes 301 students served by the Vocational Assessment Center, 264 served by the supplemental resource instructors (SRI's), 290 that received extra math instruction, and 161 that received additional reading instruction.

In addition to those students served at 916 Area Vo-Tech Institute (AVTI), SERVE provides services in the surrounding community. The trainable mentally retarded (TMR) facilities and the Cooperative Career Center for teenagers and young adults are located in Centerville. Satellite classes are located throughout the area. The goal of the program is to meet the educational, social, and recreational needs of each student who can reasonably benefit from a program. This network of services includes health, occupational therapy, speech therapy, psychological service, and a staff with diversified training.

Services to correctional facilities include the Ramsey County Workhouse school program. This includes remedial reading, remedial math, General Educational Development (GED) test preparation, refresher courses, correspondence courses through the University of Minnesota, and vocational training through 916 AVTI. Any incarcerated person is encouraged, but not required to participate. Students range in age from eighteen to over sixty-five with the majority under twenty-five. The current average stay in the program is forty-five days and the average number enrolled per month is forty-five.

The Minnesota State Prison is involved in a vocational slotting program with 916 AVTI as the primary resource institution. This program is a federally funded project designed to enable incarcerated adult felons to attend public and private vocational and academic institutions. Participants are on a modified work release status that allows them to attend school away from the correctional institution during the day and return at night. Twenty-six individuals have gone through the program. SERVE also has a vocational counselor, two case managers, and three vocational instructors with the Manpower Development Program (MDP). MDP provides individuals with the occupational skills necessary to obtain employment through a concentrated program which merges the resources of prison industries with education services and establishes twenty-five specific occupational training paths under this system.

SERVE also works with the Jamestown Drug Treatment Center. Male and female adolescents between the ages of fifteen and twenty-one who are either physically dependent or severe drug abusers are eligible. Group, individual, occupational, recreational and work therapy, educational and vocational counseling, and concomitant educational and vocational programs involving Jamestown and the community are the main components of treatment.

PROGRAM OBJECTIVES

The SERVE program will provide vocational direction through vocational assessment, career exploration, skills training, supplemental resource instruction, job-seeking and job-keeping skills training, a learning resource center, and remedial education. The main goal is to successfully integrate special needs students in the 916 AVTI classes and make them employable in the trade they study. Each of the components listed above has its own objectives which will be discussed in the program activities section.

PROGRAM ACTIVITIES

The East Metropolitan Special Education Council (EMSEC), a cooperative consortium of twenty-three school districts in the eastern area of St. Paul, developed the SERVE model after conducting a needs assessment on the handicapped and disadvantaged. From 1969 to 1972 SERVE work experience programs were developed in thirteen EMSEC member school districts to provide a new series of work experience programs for secondary aged handicapped. The EMSEC presented its SERVE proposal to the State Department of Education in March, 1970. The proposal included the specific program prototype and the formal conceptualization of interagency cooperation. Four school districts implemented the program during 1970-71. Thirteen additional SERVE programs have been established in the St. Paul area and some thirty additional projects using the SERVE concept are operating throughout the State of Minnesota.

When the 916 AVTI was conceived and the building designed, the superintendent and school board gave strong support to serving special needs students. The building was designed to be barrier-free and the director of EMSEC was hired to develop the SERVE model for vocational education for all students with special needs. Students with vocational handicaps resulting from a physical, emotional or intellectual condition or who are otherwise disadvantaged are integrated, after assessment, into fifty-seven regular vocational-technical program offerings at 916 AVTI.

Students are referred to the SERVE Center from a variety of sources: high school SERVE coordinator, in-house referrals from 916, TMR program, the Jamestown Treatment Center, Minnesota State Prison Programs, Ramsey County Workhouse, Division of Vocational Rehabilitation, and self-referrals. First students go through the Vocational Assessment Center (VAC) which includes assessment and career exploration. High school students average eight weeks in assessment and four weeks in career exploration for a total of twelve weeks. This takes place in two hour blocks each school day. Students are transported from their home schools and receive high school credit for vocational programs. Post-secondary students spend an average of four weeks in assessment and three in career exploration for a total of seven weeks. These students can participate in the entire school day. They provide their own transportation, and pay $2.00 a day tuition for every day they are enrolled in classes.

The assessment procedure begins with work sample testing in which the students perform on a realistic simulation of a specific job or training tasks. Over 250 tasks are available in office occupation, distributive education, foods service, health occupations, transportation, and technical occupations. To augment the work sample evaluation data, formal interest, achievement, dexterity and aptitude tests are administered. Thirty-four standard tests are available. During the career exploration part of assessment the students are placed in a vocational training program (up to three programs) where they participate in assigned activities which the vocational instructors believe will give the students an overview of the vocation. In addition, the supplemental resource instructor (SRI) and vocational instructor observe student potential for training in a particular program. This period lasts from one to three weeks and the course instructor is under no obligation to keep the student following the career exploration.

The final activity in assessment is the summary process. A meeting is held which includes parents, the referral person, the evaluator, the SRI, the case service manager and other interested parties. Work sample data, psychometric testing and career exploration results are discussed in order to assist the student in formulating a realistic career plan. Recommendations for supplemental resource instruction, remedial math, remedial reading and other necessary services are made at this time to insure student success in a particular vocational program. These conclusions are summarized into a formal written report which is sent to the referring agent. If it is felt that the student can succeed on his/her own he/she completes the enrollment form and is enrolled in the program or placed on the waiting list. If success is possible with assistance, the SRI explains her/his role and records the date of expected entry. The students enter the programs when they are contacted by the SRI.

Students needing assistance to succeed in their chosen vocational training program receive this assistance from the supplemental resource instructor in each of the four departments (allied services, health occupations, technical laboratories and transportation, and horticulture). These instructors each have vocational experience in the area plus special education certification. The assistance they provide is tailored to the student's needs, and generally follows a sequence of three steps. First, they engage in vocational direction. The students are referred to the SRI by an instructor, the Vocational Assessment Center, one of the high schools, an outside agency or by request of the student. The particular handicap and/or disadvantagement, personal goals, and career goals are discussed and the student and the SRI formulate a plan of action. On occasion, all the student requires is referral to an outside agency; but, if modification of the educational environment is necessary, the SRI moves into the second step, which is curriculum modification.

916 AVTI is completely individualized, utilizing learning packages in a written form which may or may not utilize audio-visual equipment. Students may enter the program at any time and work at their own rate until they master the skill represented in the learning package. The SRI analyzes the educational environment and compares it to the individual's situation. If the package is not usable by the special needs student, the SRI redesigns the materials. This may take the form of reduction of reading levels, reduction of drill work, substitution of assigned readings with audio and/or visual equipment, or providing oral tests and taping large reading assignments. Work stations may also require modification to accommodate the physically handicapped. Course content requirements may be modified so that students can complete certain portions of the program that will lead to the attainment of a skill and, ultimately, employment. The SRI coordinates the cooperation and communication among student, instructor, parents and outside agencies.

Curriculum modification can, ultimately, lead to step three which involves the actual supplemental instruction. The SRI applies the modification on a one-to-one basis with each student in order to meet his/her special needs and facilitate success in the chosen vocational training program. In addition, the SRI assists the instructor in becoming more familiar with the physical and psychological make-up of students with special needs.

In addition to providing supplemental instruction in the vocational training programs, SERVE provides supplemental instruction in related communications (reading) and related computations (math). Since 916 AVTI curriculum materials are basically in printed format, it is very important that students be able to read. Any student with reading difficulties may be referred to the SERVE related communications instructor for a reading test and analysis. Once the problem area is determined, the communications instructor works with the student using a variety of approaches until a successful strategy is found. The related computations instructor follows a similar format in receiving referrals, testing, analyzing, and providing supplemental instruction.

SERVE also maintains its own learning resource center for use by students and staff. The Special Needs Learning Resource Center provides supplemental and sometimes primary instructional materials for 916 AVTI students with special needs including the following equipment, materials, and services: (1) audio-visual equipment compatible with what is being used by all departments of 916 AVTI; (2) audio-visual software such as films, slides, cassettes, videotapes, and sound pages; (3) specialized instructional materials for the TMR program; (4) modified learning packets from the regular vocational classes; (5) SERVE learning packets on job-seeking skills, preparation for independent living, career exploration, work evaluation, personal development, (6) an occupational information center including a Dictionary of Occupational Titles, Occupational Outlook Handbook, detailed job descriptions from employers, job placement opportunities, follow-up information on graduates, and local newspaper subscriptions; (7) housing information; (8) instructional materials necessary to prepare for high school equivalency examination; and (9) supportive instruction through the services already described.

It is estimated that the TMR program at 916 AVTI has approximately 600 students with special needs. About 225 of these students are mainstreamed in classrooms. The SERVE Center provides the teachers and the supplemental resource instructors with the following resources: (1) specialized audio-visual equipment for curriculum modification; (2) professional journals and publications representing special education, rehabilitation, employment of handicapped, work evaluation and others; (3) reference books such as film rental catalogs, instructional materials catalogs, and medical and other specialized dictionaries; and (4) materials providing information on resource counseling and consultation available to supplemental resource instructors and vocational instructors for the purpose of diagnosing learning difficulties and educational/vocational handicaps which would lead to curriculum modification necessary to assist the student in coping with and/or overcoming such difficulties and handicaps.

As mentioned above, the resource center provides placement services. A job skills counselor works with individual students in developing job-seeking and job-keeping skills, placement, follow-up, and replacement if necessary. Special needs students are placed as many times as necessary to find compatible employment; this includes helping the vocational instructors arrange cooperative training with business and industry and internships for students.

ADMINISTRATION AND STAFFING

The Special Intermediate School District 916 serves a multi-district area governed by a joint board composed of persons selected by the component school districts. The educational programs include secondary, post-secondary, and special education services. District 916 is under the leadership of William Knaak, Superintendent. He has lent strong support to the SERVE model. Charles Wrobel developed and directs the SERVE model for District 916 which, as an administrative unit, is located at the main campus of District 916. This building also houses the secondary Vocational Center and the post-secondary area vocational technical institute (AVTI). The director is responsible for all student personnel services, including counseling, admissions, financial aid, job seeking/keeping, placement and follow-up services. The SERVE coordinator, Jerry Bauer, administrates the programs for the special needs students. Both the director and coordinator have experience in vocational education, rehabilitation and special education, and provide the leadership to combine the resources from these three agencies to best meet the needs of the students.

There are ten instructors in SERVE (three female and seven male) each certified in both vocational education and special education. They work in the Vocational Assessment Center, supplemental vocational instruction, supplemental academic instruction, and the Resource Learning Center. The SERVE staff operates on a one-to-one basis with the special needs students; the average ratio is twenty-five students to one SRI. This supplemental role benefits both the students and the vocational instructors.

SUPPORT SERVICES

SERVE is a comprehensive support service. However, the service is continuously coordinated with outside agencies such as the Veteran's Administration, Department of Vocational Rehabilitation, Comprehensive Employment and Training Act agencies, and Department of Corrections.

EVALUATION

In October, 1974, the Minnesota Vocational Education Department Special Needs Section developed a research position in the SERVE unit at District 916 to statistically demonstrate student flow. The specific objectives of this project included: (1) to develop and field test appropriate data collection instruments ensuring that desired program information is being retrieved; (2) to implement a finalized manual data collection system on a statewide basis; (3) to seek continuous input and support from special needs personnel at both local and state levels; (4) to provide consultant, advisory, and direct services to state and local personnel to ensure implementation of systems; (5) to generate evaluation data reports to meet the reporting requirements of the State Division of Vocational Education and external policy making bodies such as local school boards and state advisory councils; (6) to provide a core of evaluative data essential for general management and assist in developing annual and long-range program plans; (7) to provide local school administrative and special needs personnel with feedback of data to assist in program design; and (8) to provide follow-up services to special needs personnel, in order that these programs may more effectively utilize retrieval information.

The project resulted in a 1976 report detailing the numbers of students with special needs, sex and age of students, types of disabilities, types of programs entered, length of training, training outcomes, types of services rendered, student outcomes for employability and student case status. Eight recommendations for SERVE programming were made and have been implemented. An accountability system based on the findings of this report and the implementation of its recommendations is now in operation. In addition, all staff at 916 AVTI are evaluated on a management by objective system.

SUMMARY

The success of SERVE seems to be based on the original concern for special needs students in the community, the strong support of the superintendent and school board, the long-range planning of the administration, and the dedication and competence of its staff. The comprehensive services afforded to all students with special educational handicaps and disadvantages are tailored to each student's individual needs through assessment, remedial work, supplemental instruction, and vocational guidance. Parents, referring agencies, and other interested parties are consulted in regular "meetings" at any critical point in the decision-making process concerning the students' vocational training or assessment. The open-entry and open-exit training programs facilitate this individualized approach to instruction.

The variables affecting special students' withdrawal or termination are being studied. The case file system has undergone revision and consistent information is now available on each student. The Special Needs Information Retreival System is being improved and developed for computerization.

The SERVE program is totally student-centered in its administration, guidance, and implementation. Each individual is given the kinds of assistance needed to allow entrance into a vocational training program, to successfully complete that program, and to become gainfully employed. It is one of the most comprehensive and well integrated programs available.

COLUMBUS COMMUNITY CENTER

2530 S. 500 East
Salt Lake City, Utah 84106

Contact Person: Drew Peterson, Jr., Director

Program Purpose: The Columbus Community Center is an educational/rehabilitation facility in Salt Lake City which provides a continuum of educational and vocational services for assisting handicapped and disadvantaged adults to develop skills for functioning effectively in employment and society.

OVERVIEW

The Columbus Community Center is a community based organization providing a variety of programs and opportunities for assisting handicapped and disadvantaged individuals to develop abilities and skills to their maximum potential. The Center is a community program developed and administered by concerned citizens and parents in the local Salt Lake area. It is currently administered by the Salt Lake School District in conjunction with the Community Foundation, the Division of Family Services, the United Way, Comprehensive Employment Training Act (CETA) program sponsors, the Utah Council for Handicapped and Developmentally Disabled Persons, the Division of Rehabilitation Services, the Bureau of Indian Affairs, and the Utah State Division of Vocational Education.

The Center provides work activity, vocational training, sheltered employment, functional and basic academic training, therapeutic recreation, and job placement and follow-up services to the handicapped and disadvantaged population of the area. The general program of the Columbus Community Center is divided into the following three specific areas: (1) Program Area "A", a full-time academic program with part-time vocational training serving school age and adult participants; (2) Program Area "B", a workshop type environment providing extended employment and opportunities for handicapped adults to prepare for competitive employment in the local labor market; and (3) a Skill Training Program Area providing short-term vocational training to handicapped and disadvantaged individuals across the following five vocational training areas: auto detailing, custodial training, food service, industrial housekeeping, and extended care facility nursing assistant. The Columbus Community Center serves a broad spectrum of individuals with handicapping conditions through a variety of resources and funding bases. The primary funding base for the Columbus Community Center consists of fees for service arrangements from the Division of Rehabilitation Services, the Division of Family Services, and the Bureau of Indian Affairs. Additional operational funds for the Columbus program are obtained through Average Daily Attendance funds from the Salt Lake City School District and annual grants from the Utah State Board of Vocational Education-Department of Vocational Education, the Utah Council for Handicapped and Developmentally Disabled Persons, CETA funds through the Employment Training Administration of Salt Lake County, and subcontract work obtained from industry on a competitive basis.

PROGRAM GOALS AND OBJECTIVES

The primary purpose of the Columbus Community Center is to provide a continuum of educational and vocational services for enabling handicapped adults to achieve normal adult functioning. Specific goals and objectives of the Center, emphasizing the development of vocational, social, and basic life skills, include the following: (1) to provide an environment for developing skills needed for successful functioning in work situations; (2) to provide an environment in which general living skills to enable handicapped individuals to function normally in an adult society can be developed; (3) to provide environments for developing the basic and functional academic skills of individuals; (4) to develop an environment which provides for individualized progression of skill development; and (5) to provide part-time vocational training, extended employment opportunities, and work activities to school age and handicapped adults. The above goals and objectives for the Columbus Community Center have been reviewed and revised by the administration, staff, and Community Foundation Board of the organization for fiscal year 1978-79.

TARGET POPULATION CHARACTERISTICS

The Columbus Community Center offers programs for a daily average of 210 participants with approximately 410 adults ages sixteen and older receiving services during the entire year. The Columbus Community Center provides an opportunity for both urban and rural handicapped and disadvantaged individuals to receive a continuum of educational and vocational services.

School age youths and adults participating in the program come from lower and lower middle class socio-economic levels and represent the following groups: Hispanics (approximately 17 percent), Blacks, (approximately 7-8 percent), American Indians (approximately 3 percent), Oriental (approximately 2-3 percent), whites, and others. The following represent the minimum criteria for participation in the programs and activities conducted by the Columbus Community Center: (1) handicapped; (2) minimal basic and self-care skills; and (3) absence of abusive behavior. Entrance criteria into the specific skills training and vocational training programs of the Columbus Community Center can exceed the above criteria based upon the skills and performance requirements of specific occupations.

PROGRAM ACTIVITIES

The Columbus Community Center's rehabilitation and vocational training program began operations in 1968 as a result of concerned parental and community interests for the special needs of handicapped and disadvantaged children in the Salt Lake City area. The present Columbus program has a total projected budget of approximately $840,000 for fiscal year 1978-79 and proposes to serve 420 participants.

The Center addresses the needs and varying skill levels of individual participants by providing work activity, sheltered employment, vocational training, functional and basic academic training, job placement, and follow-up services. The general program of the Columbus Community Center consists of three basic program areas: Program Area "A"; Program Area "B"; and the Skill Training Program.

Program Area "A" is operated in a workshop environment providing part-time vocational preparation, training, and actual paid work experience in a work activity environment for both school age and adult participants. This program area also emphasizes functional living and leisure time skill development for program participants.

Program Area "B" provides full-time vocational preparation and training with a part-time functional academics emphasis. Individuals receiving vocational training and preparation spend up to seven and one-half hours daily in paid work experiences across various jobs throughout a variety of sub-contract activities and tasks. Participants in Program Area "B" receive, in addition to the vocational skills required for jobs, instruction in work related skills, functional academic and living skills. Individuals completing Program Area "B" receive job placement and follow-up services for a period of one year following initial training.

The Skill Training Program provides short-term intensive training in the specific occupational areas of auto detailing, food service, industrial housekeeping, and extended care facility nursing assistant. Trainees in any of the five vocational areas spend from six to fifteen weeks in intensive job training, evaluation, and social adjustment training. Specific individualized and group instruction is given through the use of nationally recognized training manuals and materials developed by the staff of the Columbus Community Center. Individuals completing all aspects of their vocational training area receive a certificate of completion signed by a staff member of the Utah State Board of Education, Vocational Education Department.

Individuals participating in any of the three program areas receive a variety of supportive services through cooperative arrangement and affiliations developed by the Columbus Community Center with organizations and social service agencies in the community. Participants completing programs in program area "B" and the Skill Training Program are assisted by placement specialists of the Columbus Community Center to obtain and maintain successful and appropriate employment related to specific needs and interests. Individuals placed in competitive employment receive follow-up services related to problems encountered on the job up to a minimum of one year following placement. Job placement is guaranteed by the Center for individuals successfully completing any of the skill training programs.

ADMINISTRATION AND STAFFING

As of September of 1978, the present staff of the Columbus Community Center consists of fifty-four members with 54 percent females and 46 percent males. Training at the Columbus Community Center is a cooperative full-time team effort involving skilled and certified vocational instructors, physical and speech therapists, behavioral specialists, sociologists, psychologists, placement specialists, and other qualified professionals in related disciplines. The Columbus Community Center requires that special education teachers be certified and that a placement and industrial relations specialist possess a baccalaureate degree with extensive experience in community services.

In addition to its administrative staff, the Columbus Community Center utilizes its community resources effectively in meeting the needs of each program participant. Through affiliations and cooperative agreements, the Columbus Community Center utilizes the following entities in providing quality service delivery systems to program participants: The Employment Training Administration of Salt Lake County, the Salt Lake County Public Health Service, the Utah State Department of Health and Nutrition, Westminster College, the University of Utah, the University Medical Center, and other social service agencies.

Independent study students from the University of Utah and Westminster College are also used by the Center in assisting to train students.

SUPPORT SERVICES

Skill training and development at the Columbus Community Center is augmented by a multitude of support services including the following: therapeutic recreation, speech therapy, audiology services, physical therapy programming, and a variety of other adjunctive services including basic and functional academics designed to assist handicapped adults to progress toward normal adult functioning in society. Instructional services in functional academics focus on time telling, change making, measurements, job interviewing, telephone usage, and knowledge about the local public transit system. Functional living skills instruction centers on conversational language, cooking, sewing, and personal grooming.

EVALUATION

The Columbus Community Center maintains monthly accounting records reflecting the operation of the total program in each program area. Quarterly and annual program evaluation reports are submitted to the administration and supportive agencies. Quantitative and qualitative data on the job skill performance and job readiness of participants in the program are collected through a variety of data collection instruments for use in developing and modifying specific training programs.

During the past fiscal year, a survey and evaluation of the Columbus Community Center was conducted by the Commission on Accreditation of Rehabilitation Facilities (CARF) for accreditation purposes. As a result of this intensive evaluation study, the Columbus Community Center was awarded a three year accreditation by CARF. Future plans for the Center involve the development of a sophisticated program evaluation system focusing on the attainment of vocational and educational goals and objectives.

SUMMARY

The primary purpose of the Columbus Community Center's training program is to assist and prepare handicapped and disadvantaged individuals for gainful employment and for fulfilling their personal and vocational goals so as to meet the demands of the real work world. Among the many positive and unique aspects of the Columbus Community Center which contribute to its successful program operation are the following: (1) its service delivery system which is designed to provide both short-term and long-range vocational training, work adjustment services, sheltered employment, survival skills training, and basic and functional academic instruction; (2) the philosophy and commitment of the Columbus Center to establish and locate its training programs in environments within the local community; (3) the capacity of the organization to develop and effectively utilize extensive involvement from the business and industrial sectors for accomplishing its program goals and objectives; (4) the development and implementation of two unique pilot programs within two Salt Lake City high schools to provide alternative, least restrictive environments for trainably mentally handicapped (TMH) individuals (sixteen to twenty-one years old); (5) the development and implementation of an optional Therapeutic Recreational Skills Training Program and recreational environment within the Columbus facility for all Columbus program participants and their parents; (6) the development and use of the Job Interview Training Program (JITP) as an essential component of pre-placement services for preparing individuals to compete successfully in the labor market; (7) the use of the Individual Program Plan for meeting the development and use of the phase-out concept in the Skill Training Program Areas for assessing the performance level of students and for facilitating their transition from training to competitive employment.

The continued community support and successful placement rate of the Columbus Community Center contribute to making it a vital and important educational and rehabilitation vocational training program for disadvantaged and handicapped populations in the Salt Lake City community.

REGIONAL OCCUPATIONAL CENTER

REGIONAL OCCUPATIONAL PROGRAM (ROC/ROP)

Los Angeles City Unified School District
450 N. Grand Avenue
Los Angeles, California 90012

Contact Person: Robert Rupert, Assistant Superintendent,
Division of Career and Continuing Education

Program Purpose: The ROC/ROP programs are designed to provide youth and adults, many of whom are disadvantaged and handicapped, with at least one occupational entry-level skill which can provide access to a job.

OVERVIEW

The Regional Occupational program (ROP) provides vocational training for high school students during the day, after regular school hours, and on Saturdays. Students receive training from full-time school district staff or from part-time teachers from business, industry and public agencies. The students learn job-specific skills in classes at work sites in business and industry, or in school with leased or loaned equipment. The goal is to help students develop entry-level skills for immediate employment or to support their continuing education efforts. The program is supported by federal, state, and local funds.

The Regional Occupational Center program provides vocational skill training for out-of-school students sixteen years of age and older. There are five occupational centers which operate during the school year and students are able to enroll on an open-entry/open-exit basis. Courses, some of which last a few weeks and others which require up to 1,600 hours of instruction, are taught by experienced men and women who have worked extensively in the field in which they teach. Handicapped adults, particularly hearing impaired, blind, partially sighted, orthopedically disabled and hearing disabled are served in this program. A variety of courses is offered ranging from business and secretarial to technical and industrial occupations. Although the program is funded by federal, state, and local monies, a minimum fee of $15.00 is charged to each student. This fee is waived when certain socio-economic conditions are met.

TARGET POPULATION CHARACTERISTICS

There are over 13,000 students enrolled in the ROP program for high school students and approximately one-half are special needs students. Over 40,000 students, ages sixteen to sixty and over, enroll each year in the ROC program and almost 50 percent of these are ethnic-racial minorities. The approximate minority composition is 11.5 percent Black, 21.7 percent Hispanic, 8.3 percent Asian-American, and 2.7 percent American Indian. In addition, the ROC program serves approximately 400 visually, hearing and orthopedically impaired, and learning disabled adults. The programs maintain an equitable sex ratio.

PROGRAM OBJECTIVES

The broad goal of the ROC/ROP programs is to provide high school students and adults with specific jobs skills which can be utilized for immediate full-time employment, up-grading job skills, or in the case of young adults, part-time employment. In order to accomplish this broader goal a set of specific objectives is followed: (1) to provide students with "hands-on" vocational instruction unavailable at the regular school; (2) to prepare students for entry-level employment; (3) to provide students with the opportunity of using job-specific techniques and tools uninterrupted by regular class schedules; and (4) to provide on-the-job experience under conditions similar to regular employment.

Although these objectives have been consistent since the early beginnings of the programs in 1967, they are continually reviewed by teaching, counseling, and administrative staff and the advisory committee which consists of representatives from the industries and businesses that are working with the program.

PROGRAM ACTIVITIES

Since 1965 with the opening of the first of five occupational training centers, the school board has been concerned with providing vocational training to high school students, drop-outs, adults, both unemployed and underemployed, and the handicapped. The two programs which serve high school students (ROP) and adults primarily (ROC) involve many minorities and are aimed at providing employment and reducing the numbers of drop-outs among all socio-economic classes, particularly those who are disadvantaged and handicapped. Students may choose from among 136 vocations, and the course offerings are based upon local area business and industrial needs.

In the ROC program employment rates have run from 70 percent to 100 percent for graduates. One of the reasons for the high placement rate is that courses are offered which meet job market needs, while those which do not are dropped. In the ROP program, 90 percent of the students complete the program, and of these, 20 percent continue in post-secondary career programs or college, and 50 percent to 60 percent obtain employment in the area for which they were trained. The drop-out rate is 10 percent compared to 24 percent for the school district secondary students.

At each ROC, there are teachers, a principal, and administrative staff. Industrial advisory committees help to develop curriculum and find the staff of experts to do the teaching. The student selects the course that interests him or her. Trained counselors help the student find subjects of interest and administer aptitude tests. The final choice of study area, however, is made by the student. The students and teachers work closely with each other as the skill is learned and career education advisers are available for counseling throughout the training period. Courses vary in length from nine weeks to one year and are held from two to five days per week. Students may enroll at any time and arrange their schedules according to their own needs, but are placed on waiting lists if classes are filled. Courses are individualized and self-paced to strengthen vocational and academic skills. There is General Education Development (GED) test preparation aid and a learning center provided which includes books, films, tapes and programmed materials for self-study. Local businesses and industries, through the advisory committee for each learning center, provide tools, and some machinery at no or low cost. The advisory committees also help establish linkages between the training process and entry-level jobs. Immediate employment is generally available to the student who completes the training.

The education of the handicapped in the ROC program involves providing supportive services so that they can enroll in regular classes. Especially credentialed teachers, interpreters for the deaf and special education aides provide supportive services for the handicapped persons, one for every four and one-half deaf persons, and one for every ten orthopedically handicapped persons. The State Department of Rehabilitation also provides additional services on a cooperative basis. Special services include the use of braille curriculum materials, optacon (a reading machine for the blind), talking calculator, closed-circuit television, and teletypewriters. Individualized educational plans are used by the staff and students. A class was begun early in 1978 for the purpose of training interpreters for the deaf. This adds another vocation to the curriculum.

The ROP program serves students who are in high school. Career advisers in the forty-nine regular high schools provide information and assistance to students who want to enroll in ROP and help arrange regular classes so that students may attend day, late afternoon, or Saturday sessions. The training for entry-level skills in business, industry, or medical fields takes place both in the regular high school and in business and industry sites. The students are able to work and learn in banks, warehouses, printshops, hospitals, factories, and offices, using modern equipment and experiencing the world of work as it is.

The "day" ROP program includes about 5,000 students per year. They attend classes ten hours per week, in two-hour sessions usually held in a district high school, but some are held in nearby ROC centers or business and industry sites. Career advisors test, enroll, guide and counsel students in their chosen vocational training area.

A second ROP program is an afternoon and Saturday program outside of regular school hours. Almost 90 percent of the classes are conducted at business and industry sites. Classes for the nearly 8,000 students range in size from ten in animal husbandry to 275 in aviation. Most of the instructors are volunteer company employees and are considered experts in their respective fields. Many obtain part-time vocational education teaching credentials. Business and industry leaders claim that students completing the program are desirable employees because of on-the-job training skills and their positive attitudes toward work. ROP enrollment is voluntary in the entry and exit points. The dropout rate is one-half that of the regular district high school.

ADMINISTRATION AND STAFFING

The programs are a part of the Division of Career and Continuing Education under the direction of an assistant superintendent. Supervisors for special occupational programs and assistants share program operation responsibilities. There are over 150 full and part-time teachers, over forty career advisers and four placement technicians. Staff is multi-ethnic and 75 percent are males, 25 percent females. Most instructors are full-time employees of private industry with at least one year of college, but teach part-time for the program. Almost 24 percent of the teachers are bilingual (mainly Spanish) and the pupil-teacher ratio is seventeen to one.

Student counseling is done by career advisers who have either a bachelor's or master's degree. Most are former vocational education teachers with four years of vocational experience.

Placement technicians engage in follow-up on students during the training period. Their responsibilities include visitation to work sites, reviewing student progress and absenteeism, and other training-related areas.

SUPPORT SERVICES

Counseling, placement services, remedial courses, and services for the handicapped (see Program Activities), are provided for the students. Incremental feedback is apparent throughout the training period by the activities of the career advisers, instructors, and placement technicians. Business and industry provides equipment, work sites, and instructors which can be classified as support to the student and program in general. Transportation to school sites is provided by the district. Many students qualify for either rehabilitative or federal subsistence funds during the training period. The program staff claim that the individualized approach to each student's vocational interests and training is the greatest supportive service which can be rendered.

EVALUATION

The staff feels that the high job placement rate, low absenteeism, and waiting lists for the ROC/ROP programs are evidence of program success. However, in February, 1974, a professional consulting firm, under contract with the state department of education, conducted a nationwide study to construct vocational education models that would successfully attract and retain secondary level ethnic minority students and this program was chosen as a model from among 250 eligible programs across the country. The evaluation included such factors as strategies successfully utilized in general recruiting and retaining, recruiting of minority groups, process-oriented needs assessment, and student career planning.

SUMMARY

The ROC/ROP programs have assessed the needs of disadvantaged and handicapped students as: (1) job-specific skill training, (2) remedial basic skills training, (3) "hands-on" business and industry experience, (4) career awareness, (5) adequate interest and aptitude assessment, (6) on-site work coping skills, (7) flexible scheduling for training, and (8) supportive mechanisms to allow for enrollment in academic classes as well as vocational.

In order to meet these needs the program staff provides students with: (1) training in business and industry, (2) basic skills training, (3) continual counseling and assessment of career advisers, (4) continual feedback from placement technicians, (5) flexible times for course offerings, and (6) support mechanisms for handicapped and bilingual students.

According to program staff, the greatest strength of the program is the cooperation of the local business and industry community. They have provided instructors, equipment, work sites and, in some cases, student transporation to the work site. The advisory committees from business and industry plan the program with the school district staff.

Another state strength is the minimal cost of less than $800.00 per student. This is attributed to the staff and equipment contribution of business and industry.

The job placement rate is counted as a great strength and is also attributed to the close ties with business and industry. The majority of cooperating businesses retain trained students. Also, several companies have established scholarships for college or further career training. This program is centered on the individual and his or her vocational interests and employment needs.

HIGH SCHOOL INTERNSHIP PROGRAM

Sacramento City Unified School District
Sacramento, California 95818

Contact Person: Sandra G. Verlinde, Coordinator

Program Purpose: The High School Internship Program provides opportunities for high school seniors to learn about leadership, executive and management positions while placed in an organizational environment and enrolled in a full term of academic credit.

OVERVIEW

The High School Internship Program, sponsored by the Sacramento City Unified School District and funded through the average daily attendance expenditures for participating students of the local school district, is an individualized secondary program integrating theoretical knowledge and practical experiences for high school seniors. As an alternative to the traditional curriculum offered by the schools, it emphasizes intellectual development, acquisition of knowledge, critical thinking and decision-making, and effective oral and written communication.

The immediate goals of the program are to provide meaningful and practical learning through work experiences that allow interns to acquire knowledge relating to organizations, management theory, and organizational decision-making. The program also provides opportunities for enhancing the personal growth and work habits of participating individuals. Interns in the programs are immersed full-time in leadership positions for an entire academic term with sponsors representing both private and public business, government, and social service agencies, and organizations at the local level. The program is directed and staffed by a local coordinator who has primary responsibilities for recruiting, screening and placing students, developing sponsorships, conducting seminars, and managing the day-to-day activities of the program.

Support services required by program participants are provided through the local coordinator and the available counseling staff from the participating school districts, as needed.

TARGET POPULATION CHARACTERISTICS

The High School Internship Program in Sacramento, California averages approximately twenty-eight to thirty-five interns per semester. Although the program serves talented and gifted male and female high school seniors, the program also includes less academically inclined students possessing high initiative, creativity, maturity, and leadership potential.

While the majority of the interns are females, the various groups served by the program include bilinguals (English and Spanish), Asians, talented/gifted including gifted-handicapped, and others. Additional characteristics of interns suggest that participants in the program are individuals who have strong personal and interpersonal relationships and are involved in a variety of school and community sponsored activities. Graduates of the program usually plan to attend college upon graduation from high school.

PROGRAM OBJECTIVES

The major objectives of the program are (1) to provide interns, especially high school seniors, knowledge and experience related to organizations and their functioning; and (2) to enhance the personal growth, work habits, and communication skills of the interns participating in the program. Specific performance objectives for the individual participants in the Internship High School Program are enumerated in the Memorandum of Understanding contract signed by the sponsor, the intern, the parent, the coordinator, and the participating school district principal.

While the above objectives conform to the National Executive High School Internship Program objectives, some flexibility in the interpretation of these objectives is exercised by the coordinator in designing placements for interns with participating sponsors. Implementation and attainment of the objectives vary across internship experiences and sponsors.

PROGRAM ACTIVITIES

The program was developed by local leaders who saw the need for an alternative to the traditional high school program. Although never advertised as a National Executive Internship Program, this local school district program corresponds to the model of the national program in basic design and structure. It has been modified to meet the specific needs of high school seniors in the Sacramento community. In addition to serving gifted and talented students, this program also serves less academically inclined high school students, particularly Asians and Spanish-speaking.

Participants are recruited by the program coordinator, interns in the program, and the school staff. Interns are screened using specified criteria and subsequently interviewed by the program coordinator and sponsoring organization. Placement of the prospective intern in the organizational setting is based upon coordinator-sponsor agreement regarding the nature of the learning-work experience. Placement of the individual follows the signing of the Memorandum of Understanding agreement specifying the performance objectives for the individual participating in the learning experience.

Once selected and placed, interns in the program are immersed full-time in an experiential learning program in an organizational environment for an entire academic school term. In addition to receiving full academic credit for their experiences, interns in the program spend the entire school term in a one-to-one relationship working as administrative assistants and performing executive-level functions for a sponsor from Monday through Thursday of each week. Friday of each week is reserved for group seminars with fellow interns focusing on management, administration, decision-making, and analysis of internship experiences. These weekly seminars are held at various places throughout the community and are sometimes conducted by the interns themselves.

Interns in the program are required to keep a daily log of activities and to make periodic visits to their respective schools. The purpose of the daily logs is to record the interns' perceptions and reactions to the organizations in which they are placed. The periodic school visits serve to increase the interns' experiences while re-establishing contacts with students, teachers, and staff of the home high school. The daily logs kept by the interns are submitted to the coordinator of the program on a weekly basis and are used by the coordinator to assess the educational benefits and merits of the placements.

Upon the completion of the academic term, the intern is charged with the responsibility of planning, conducting, and presenting a written or oral project based upon the experiences received in the organizational environment. The assessment of the intern, based upon the attainment of specific performance objectives and specific work habits, is performed by the coordinator with feedback and comments from the respective sponsor.

ADMINISTRATION AND STAFFING

The administration of the program is directed by the local coordinator who has primary responsibilities for recruiting, screening, interviewing, and developing sponsorships for prospective interns. The coordinator also coordinates the program with key liaison personnel in the participating school districts.

Among the many positive strengths of the program is its flexibility in establishing and arranging a variety of learning experiences and its capacity to meet the needs of the specific program participants. The fluid nature of the program allows it to offer a variety of learning experiences that meet the individual needs of program participants.

SUPPORT SERVICES

The Internship High School Program does not have a designated separate support service unit or staff. The coordinator of the program provides support to the students when needed. Assistance from the available staff of the participating district schools is also requested when necessary.

EVALUATION

No formal mechanism or instruments exist for evaluating the program, but evaluation instruments of the National Program are available. These consist of standardized communication skills tests, a Work Habits Profile, a Performance Objective Instrument and an end-of-term inventory for assessing the program and the students, and for obtaining feedback for making program improvements. An intensive evaluation of the effectiveness of the National Executive High School Internship Program (EHSIP) was conducted by the Center for Vocational Education in 1976. The results of this evaluation were based upon data collected from key coordinators and numerous local school district programs. Formal plans for evaluating the Internship High School Program of the Sacramento Unified School District are in the process of being developed.

SUMMARY

In addition to its great flexibility, the greatest strength of this program relates to the impact it makes on participating interns. In this experiential educational program, the benefits derived from the specific and unique individualized learning experience go beyond those experienced in traditional learning environments. Interviews with program participants indicate satisfactions surpassing individual and program objectives. While not constrained by the nature and scope of the sponsor activities and program objectives, the program offers the unique feature of allowing the student a fair degree of freedom and latitude in negotiating his/her curricular program.

While the High School Internship Program can be considered a dynamic and rewarding experiential learning program, improvements are needed in the following areas: program evaluation, program funding, and greater support from school district personnel and departmental units. Present efforts for increasing the variety and numbers of private and public, governmental and non-governmental agencies and organizations will benefit the program tremendously.

SPECIAL NEEDS OCCUPATIONAL DEVELOPMENT TEAM

P.O. Box 619
700 Glasgow Street
Cambridge, Maryland 21613

Contact Person: Phyllis Greig Suhr

Program Purpose: The overall purpose of the Occupational Development Team for special needs persons is as follows: (1) to prepare students to effectively enter the world of competitive employment; (2) to assist students in developing self-confidence; and (3) to assist students in working independently.

OVERVIEW

The Special Needs Occupational Team is a secondary level program in Dorchester County. The program provides participants with complete vocational and academic assessment. The program also offers a complete vocational training and placement service within a sheltered workshop environment, as well as, a file index referencing all local businesses and industries within the community. Materials used within the program are of high interest and low readability level. The three vocational sites within the program are self-contained and offer flexible schedules, including a summer session. A half-day work-study schedule is designed for secondary special needs students.

The program has a staff of seven workers who provide counseling, testing, industrial and community aid orientation, and vocational rehabilitation services to program participants. Students may select a vocational training program at one of three sites. The staff works with the Comprehensive Employment and Training Act (CETA) agency and an in-school cooperative program. The program is sponsored by the Dorchester County Board of Education, the Maryland State Department of Education, and the Division of Vocational Rehabilitation. Proposals for funding are written by the program staff and are submitted through the Board of Education.

TARGET POPULATION CHARACTERISTICS

The program was initially designed to serve only the physically, mentally, and emotionally handicapped student. However, it has been expanded to include both the handicapped and the academically, socially, economically and geographically disadvantaged students from the rural, lower, middle-class population in Dorchester County. The total enrollment for the 1978 school year is 194 students; 122 males and seventy-two females.

PROGRAM OBJECTIVES

The nine program objectives are to: (1) provide vocational and educational assessment for students interested in pursuing a vocational program or in need of academic assistance; (2) provide in-class assistance for special needs students; (3) provide large print material, high interest and low readability materials; (4) identify skills and abilities through vocational and academic intelligence testing; (5) develop a goal-oriented plan for referred students, wherein strengths and weaknesses are outlined so that instructional aims are student-centered; (6) assist students in completing job applications and securing work study and sheltered workshop placement; (7) provide opportunities for students to meet and interview with prospective employers; (8) provide rehabilitation services and prosthetic devices for the physically handicapped; and (9) assist students with placement at the conclusion of the vocational training period. These objectives are applied to the specific needs of each student entering the program so most aspects of the program are totally individualized.

PROGRAM ACTIVITIES

The program year consists of two semesters, with opportunities for summer work-study experiences. Students are referred to the program by counselors who serve in the six participating secondary schools. The Division of Vocational Rehabilitation and the Division for Juvenile Services also make referrals.

After a referral, students enter the evaluation unit and are introduced to a variety of standardized tests, work samples, and work adjustment procedures. A full battery of academic, intellectual, and vocational tests are administered to each student to determine his/her potential. In addition to test analysis, work evaluation and work adjustment activities are monitored within the evaluation unit.

The Admission Review and Dismissal Committee is comprised of the principal, teachers, parents, and special needs team members. The committee admits, reviews, and dismisses students. This committee meets monthly, or more frequently, if needed. After evaluation and admission, the student may enter one of the three vocational training program sites. These sites include the Dorchester County Vocational Technical Center, the Glasgow Regional Center, and the Dorchester Vocational Rehabilitation Center in Cambridge. Several community agencies and the Dorchester Community Development Center serve as voluntary training sites for students who are interested in specialized programs.

The physical facilities are barrier-free for the physically handicapped at all three sites. There is no public transportation to the facilities; however, school buses are provided for student transportation.

There is a half-day schedule for students in the work-study program. Morning and/or afternoon schedules are maintained for vocational education courses. The schedule is flexible for students when special circumstances warrant it. All students have an individualized educational plan based on specific student strengths and weaknesses. Program materials are individualized to insure student centered instruction. Class size varies from one to fifteen students.

Vocational courses at the vocational technical centers include: (1) auto mechanics, (2) auto body fender repair, (3) diesel and marine mechanics, (4) welding, (5) carpentry, (6) electrical wiring, (7) air conditioning and refrigeration, (8) brick masonry, (9) horticulture, (10) medical services, and (11) food service. Course offerings at the Division of Vocational Rehabilitation include: (1) food service, (2) auto mechanics, (3) building maintenance, and (4) sheltered workshop experiences. The Glasgow Regional Center provides home art training.

In addition to vocational and educational assessment for those students interested in pursuing a vocational program or needing academic assistance, the program also provides in-class assistance. The instructional aides assigned to the program assist the teachers with the development and follow-through of regular classroom instruction, particularly as it relates to the vocational aspects of the student's program. Aides work one to five hours a week on a one-to-one basis, assisting individual students for a one to two hour period. For example, an aide might provide a student enrolled in a carpentry class with help in reading a ruler, or a student in food service with assistance in understanding the directions of a recipe. The instructional aides provide educational assistance to increase the students' chances of success in his/her vocational program.

The program also assists students in completing job applications, and securing work-study and sheltered workshop placements. The two work-study coordinators identify and place students in suitable job training sites. The coordinators monitor the students' progress at the job sites and maintain regular reports on students' work habits, and general skill development. The coordinators also assist students in obtaining jobs upon completion of their training and serve as liaison persons between the job, home, and school. After students are placed on a job, school monitoring continues for a period of one year to assure good work habits. After one year, some students are maintained by the Division of Vocational Rehabilitation as adult workers. In addition to these responsibilities, the coordinators provide career guidance for students remaining in school and transportation to job sites if needed. One such job site is a community effort to build homes in the area. Local banks and businesses provide loans and purchase building materials and land sites for students to draft plans for constructing and building the houses. The sale of the buildings recovers the amount of the investment and provides a profit which is put back into the next year's building project.

The instructors use various instructional approaches such as special materials, talking tapes, magnifiers, taped commercial materials for non-readers, hands-on experiences, individualized instruction, lectures, discussion groups, projects, role playing exercises, games and taped programmed instructions. Team teaching, individualized instruction, inter-agency cooperation, and special resources assist in attaining program goals.

Some teaching techniques involve behavior modification. Students are moved from the vocational setting to the job setting when both the behavior and skill level are appropriate. Home visits are made at the onset of training and when the student is ready for work. Certificates are presented to students when they complete the training program and to employers who participate in the program.

ADMINISTRATION AND STAFFING

Staffing patterns include the following: (1) two work-study coordinators, (2) two instructional aides, (3) student coordinator, (4) evaluation technician, and (5) vocational evaluator/ project coordinator. The supervisor is responsible for directing all program activities. Additionally, a vocational rehabilitation counselor is assigned to the program to assist with the medical and prosthetic needs of enrolled students. The central administrative staff includes a project coordinator, supervisor of vocational education, and supervisor of special education. Staff and central office personnel meet about once a month to discuss student placements, job opportunities, support services, and program expansion needs. Major program policy making is the responsibility of the Board of Education.

SUPPORT SERVICES

Vocational counseling is done by staff members and a counselor assigned by the Division of Vocational Rehabilitation. This agency also provides vocational training in a sheltered workshop environment for the more severely handicapped student. Drug and alcohol addiction counseling is done by the mental health services of the Eastern Shore Hospital Center. Personal counseling may be done at the hospital. Social and self-care instruction are provided by the Glasgow Regional Center. Planned Parenthood also provides a resource person.

SUMMARY

This program encompasses a group of services designed to enable disadvantaged and handicapped secondary students to enter the world of work. The program is organized to meet this goal through the use of specific plans and materials, a dedicated staff and a comprehensive evaluation component. The program affects the students with special needs, as well as the public and private sector in this rural community.

In recognition for exemplary services to special needs persons, the director of the program received the Wings of Mind award given by the National Association of Vocational Education Special Needs Personnel. Only forty-five teacher educators and administrators have been so honored.

STAFF AND ORGANIZATIONAL DEVELOPMENT NETWORK FOR MAINSTREAMING HANDICAPPED STUDENTS

Leeward Community College
96-045 Ala Ike
Pearl City, Hawaii 96782

Contact Persons: Dr. John Fry
Program and Staff Development Specialist

Ms. Kirk MacGugan
Program Coordinator

Program Purpose: This program is designed to assist all staff in identifying problems of the handicapped and proposing solutions for their learning and life adjustment experiences.

OVERVIEW

The Staff and Organizational Development Network for Mainstreaming is an informal system of activities for advising and assisting Leeward Community College in planning and implementing professional, program, and organizational changes for serving handicapped students. The network includes a variety of activities targeted for all faculty and staff at the college. Informal coordination and implementation of the activities is promoted by three major groups/individuals which are the Leeward Community College Advisory Committee for Services for the Handicapped, the Officer for the Handicapped, and the Campus Ad Hoc Team of Project Directors Interested in Mainstreaming. These three teams/individuals are composed of instructors, staff, and community persons who have developed and are responsible for separate but complementing activities related to the handicapped. A major focus is improving the organizational climate and professional skills of the staff to assist handicapped students in achieving career and avocational objectives. The network is informally coordinated by the Officer for the Handicapped. The program has many facets and is supported by federal and state funds at minimal costs. State Vocational Part "B" funds support many of the activities.

TARGET POPULATION CHARACTERISTICS

The primary target group in this program is the faculty and staff of the community college. There are 149 full-time and 100 part-time staff. Of these, 65 percent are female. Two of eight program administrators are handicapped. The secondary and ultimate target group is all students with handicapping conditions. The ethnic and racial composition of the students is Japanese, Chinese, Hawaiian, Philipino, Portuguese, Samoan, and 20 percent or less are Caucasian. There is no ethnic majority in Hawaii, and ethnic statistics are not collected. There are 3,170 males and 2,596 females in the student body. The staff is currently in the process of developing methods to more accurately identify handicapped students who are in need of special services.

PROGRAM OBJECTIVES

There are seven objectives in the staff development program. They are (1) NEEDS ASSESSMENT - to assist staff in identifying potential problems and alternative solutions for learning and life adjustment experiences for the handicapped; (2) AWARENESS - to assist all staff in increasing their respective awareness of needs and attitudes related to the handicapped; (3) ANXIETY REDUCTION - to decrease staff anziety due to potential learning and adjustment problems related to handicapped students and peers; (4) CONSCIOUSNESS RAISING - to promote and advise on instructional, program, and organizational renewal processes which will encourage positive change for the handicapped; (5) COOPERATION - to cooperate and interchange ideas, and provide expertise to maximize personnel resources; (6) DISSEMINATION - to serve as a mechanism for disseminating the effectiveness of the diverse services for the handicapped student; and (7) LEGAL RIGHTS AND RESPONSIBILITIES - to inform staff of rights, responsibilities, and needs of the handicapped.

These objectives are implemented by the activities of the (1) Advisory Committee for Services for the Handicapped, (2) Officer for the Handicapped, and (3) Campus Ad Hoc Team of Project Directors. Each of these teams has complementary objectives which aid them in carrying out the primary program objectives.

PROGRAM ACTIVITIES

The major activities are accomplished through three major units in the community college mainstreaming network begun in 1971. The Leeward Advisory Committee on Services for the Handicapped is a community/campus committee appointed by the Provost to advise, evaluate, and advocate for the college all programmatic concerns related to services for handicapped students. The primary activities are (1) advising the college in assessing needs, evaluating services, and recommending alternatives for improving learning opportunities for handicapped students and working conditions of employees with handicapping conditions; (2) assisting the college in advocating concern of handicapped students; (3) advising the college on the potential employment and career opportunities for handicapped graduates; and (4) assisting the college in appropriate resource development activities for handicapped students.

The Officer for the Handicapped is a staff member designated by the Provost on an annual basis to implement the self study section (504) of the Rehabilitation Act of 1973. The primary activities are (1) to advise and assist the Provost in the implementation and coordination of the self study recommendations; (2) to assist individual staff in modifying instructional strategies to insure programmatic accessibility and non-discriminatory practices toward handicapped students; (3) to serve as input members on the Ad Hoc Facilities Committee under the coordination of the administrative services, maintenance supervisor, and a representative of the vocational technical areas; and (4) to advocate for the needs of the handicapped student and employee.

The third major unit is the Ad Hoc Team of Project Directors concerned with mainstreaming handicapped students. This unit is composed of faculty and staff who are responsible for separate but complementing services or courses relative to the handicapped. These staff informally meet to share and discuss mutual concerns related to their projects and formally assist the officer for the handicapped and the advisory committee in meeting their objectives. The projects operated under these directors are:

1. KOMO MAI - Students who have self-identified or have been referred by a community agency are served by this program. The program provides student peer counseling, student tutors, a resource center which includes braille tape recorders, talking books, braille writers, phone boosters, accessible physical facilities, intensive on-campus services, and integration of campus academic study aids for the handicapped.

2. FOOD SERVICE INSTRUCTIONAL IMPROVEMENT PROJECT - This project primarily serves extremely slow learners, and economically and educationally handicapped students. It is designed to assist students in learning food service skills in a traditional classroom setting and in the student-operated campus food service areas. Competency-based materials are used. This project also offers inservice training to employed persons who wish to upgrade skills, assistance to food service instructors in developing oral, verbal, and computational skills, and assistance to community food service industries concerning employment and employee assessment.

3. SUMMER ORIENTATION FOR VOCATIONAL EDUCATION STUDENTS WITH SPECIAL NEEDS - This orientation program, designed for handicapped students interested in nontraditional vocational program areas, seeks to identify, recruit, test and counsel students in preparation for entering nontraditional areas of vocational education. The program also offers the student self-development, basic skills upgrading and career exploration opportunities in order to prepare for the fall semester coursework.

4. ORIENTATION PROGRAM FOR HEARING-IMPAIRED STUDENTS - Students with hearing impairments who plan to enroll in the community college are offered the opportunity to upgrade their reading, vocabulary and study skills, learn of college expectations and resources available for special awareness explorations.

5. WORKING WITH SPECIAL CHILDREN AND THEIR FAMILIES - This two semester course is offered to community college students who are interested in careers related to serving handicapped persons, paraprofessionals currently working with the handicapped, and parents of handicapped children. Through lecture, discussion, practicum work, role playing, films, and guest lectures, students are exposed to a variety of strategies, e.g., Individual Educational Plans (I.E.P.) and behavior modification used in working with and understanding problems of the handicapped.

6. ASSURING ACCESSIBILITY OF OFF-CAMPUS SITES FOR EDUCATIONAL EXPERIENCES - This program is designed to aid handicapped students in participating more fully in off-campus education, vocational, and career awareness activities. A guideline instrument was developed for use by instructional staff to assess physical and other discriminatory barriers of off-campus learning sites, e.g., historical, co-op work, and study tour sites. The ultimate goal is to increase the number of handicapped students participating in field based experiences.

7. TRAINING OF TUTORS TO ASSIST VOCATIONAL EDUCATION STUDENTS WITH HANDICAPPING CONDITIONS - This one semester course was initiated to meet the need of training educational assistants, parents, and volunteers for the Department of Education and community agencies. Students are provided training in methods of tutoring in basic skills and giving mobility assistance to persons with special needs.

ADMINISTRATION AND STAFFING

The administrative network for mainstreaming the handicapped consists of the advisory committee members from the community and campus, the Officer for the Handicapped appointed by the Provost, and the project director team consisting of eight faculty members. Within this network, various kinds of expertise are brought to bear on the problems involved in serving handicapped students. Two of the faculty members have doctorates and the others have master's degrees. Community links are established, legal rights are elucidated, and practical application of special needs services and knowledge is effected. The network approach appears to make maximum use of innovation in that staff are encouraged to develop ideas for practical uses. The minimal funding received for these efforts demonstrates that a large staff is not an absolute necessity to the implementation and operation of a workable mainstreaming program.

SUPPORT SERVICES

Support services are available for both the staff Mainstreaming Network and the handicapped students whom they serve. The supportive mechanisms for the staff include (1) a mini-library of literature on teaching strategies, projects and vocational educational materials relative to the handicapped, (2) a needs assessment program for identification of personnel, program, instructional and organizational needs relative to the handicapped, (3) literature search for new materials arranged when necessary, (4) consultant services available for assistance in preparing and writing project proposals, course outlines, and other materials relative to the handicapped, (5) inservice workshops and seminars available periodically to upgrade instructional program and staff development needs relative to serving the handicapped, and (6) publications available for the educational improvement of the handicapped. These services are maintained on a very low budget.

Supportive services and equipment for handicapped students are varied, but are offered at minimal costs to the institution. These services and equipment include lowered work tables, braille tape recorders, talking books, telephone boosters, braille writers, signers, career counselors, competency-based work-books, use of off-campus study enrichment sites, business, industry and labor cooperative work experience and consultant support, health center, learning center, media center, psychometric office facilities, chamber of commerce support, and the cooperation of the Department of Vocational Rehabilitation.

EVALUATION

The network program has been under continuous evaluation by the staff. The methods include network self-evaluation, administrative notation of the decrease in complaints and petitions from handicapped students, post-activity evaluations by network staff, and input from other general community college staff who also serve the handicapped students. The mainstreaming network staff are evaluated by rating procedures following each major activity or course. Ratings are conducted by supervisors, peers, students and self. The network coordinator is ultimately responsible for evaluation procedures and documentation. To date, the program has been termed "highly successful" by the administrators, staff, and students.

SUMMARY

Handicapped students at this community college are being served by the mainstream network staff organization which includes project directors who attempt to design a multi-faceted program to meet a variety of special needs. These needs are met in the following ways: (1) aid with basic skills, (2) reduction of physical barriers on campus and at off-campus learning sites, (3) aids to study for the deaf and hearing-impaired, (4) health, services, (5) greater career awareness, (6) job placement aid, (7) more accurate assessment for vocational preparation, and (8) personal and career counseling, and tutuorial help in many subject matter areas.

The major strengths of the program in meeting these needs are the community and campus staff advisory committee, the officer for the handicapped who provides legal bases and guidelines for programmatic efforts, and the staff project directors who operationalize many of the strategies needed to carry out program goals. Another strength is the use of volunteers to assist both staff and students. Cooperation of small businesses is a component helpful to career aspects of the program. In addition to these strengths, staff members appear to be personally interested in special needs persons and their problems; therefore, one of the greatest program strenghts may be the kind of interpersonal relationships which prevail within it.

MOTIVATION, EDUCATION AND TRAINING, INC.

307 N. College Street
P.O. Box 1749
Cleveland, Texas 77327

Contact Person: Frank Acosta, Executive Director

Program Purpose: Motivation, Education and Training, Inc. is a community-based organization providing comprehensive employment and training services to seasonal farmworker families in Texas and Louisiana.

OVERVIEW

Motivation, Education and Training, Inc. (MET) is an organization providing programs and services to farmworkers and rural poor families in all of Louisiana and 235 of the 254 counties in Texas. Its immediate and long-range goals focus on providing comprehensive training, career employment opportunities and experiences, and supportive services to youths and adults from families of seasonally employed agricultural workers in the states of Texas and Louisana.

Participants in the program are selected on the basis of income, farmworker guidelines, and eligibility criteria specified under Comprehensive Employment and Training Act (CETA) regulations and guidelines. Students participating in the various programs, projects, and activities conducted by the organization receive in-school work experiences, out-of-school work experiences, on-the-job training, and classroom training. While the length of training varies with different projects, individuals usually spend an average training period of sixteen to twenty-four weeks in the program. Work experience and job related supportive services including temporary housing and transportation assistance from home to job, or home to school, are provided to all participants.

Trainees for the program are recruited primarily by the outreach staff of MET and the local office staff. Individuals entering the program are diagnosed, interviewed, and placed in a classroom or work-experience station based upon the individualized program developed through the use of an instructional plan and an employment development plan. Supportive services are provided to the trainee during the training and educational program. Job development, placements, and follow-ups are conducted by the organization for both positive and non-positive terminations.

PROGRAM OBJECTIVES

MET's farmworker training efforts are geared to provide academic instruction and pre-vocational skills training to seasonally employed agricultural workers and their families. Specific objectives of the program focus on (1) providing alternate jobs to seasonal farmworkers so as to enable them to better compete in the labor market; (2) improving the agricultural lifestyles and well-being of migrants and seasonally employed farmworkers; (3) minimizing unemployment among farmworker youths fourteen to twenty-one years of age; and (4) providing supportive services to economically disadvantaged migrants and seasonal farmworkers and their families. These objectives are in compliance and agreement with CETA Section 303 regulations and guidelines for operating programs for meeting the specific and unique needs of seasonal farmworkers. CETA Section 303 regulations and guidelines are reviewed periodically by the executive director and program staff for ascertaining that programs and objectives are congruent with legislative mandates.

TARGET POPULATION CHARACTERISTICS

As of 1977, MET's target area consists of 235 Texas counties and all the parishes in the State of Louisiana. MET's continuing efforts to help farmworkers to establish an economic base will focus on expanding its network of programs and services to additional counties in South Texas. The target population includes migrant and seasonal farmworkers and their dependents, rural poor, and economically disadvantaged individuals as defined in Section 97.203 of CETA 303 regulations.

The total number of participants projected for fiscal year 1978 is estimated at 8,875 with 174,578 farmworkers and dependents benefiting directly and indirectly from the program. Of the total number of participants receiving employment training, instructional and supportive services, 60 percent come from Spanish-speaking backgrounds, 35 percent are black, and the remainder white. Other individuals representing handicapped, American Indian, and Vietnamese groups have been enrolled in the program in years past. The majority of the participants are male with an average family of five.

PROGRAM ACTIVITIES

Motivation, Education and Training, Inc. began its farmworker training efforts in 1967 in response to the need for alternative employment opportunities among seasonally employed black agricultural workers in rural southeastern Texas and Louisiana. Between 1971-1973, MET was funded jointly by the Office of Economic Opportunity, the Department of Labor, and the Department of Health, Education and Welfare. In 1973, all farmworker programs were transferred to the Department of Labor. Since 1974 MET has been under the Department of Labor, and through its encouragement has expanded its area of geographic coverage to include the entire State of Louisiana and most of the State of Texas, with the exception of a few counties in central and south Texas.

Trainees for the various programs and projects conducted by MET are recruited through local office outreach staff. Selection is based on income, farmworker definitional guidelines, and eligibility criteria for CETA Section 303 prime sponsors.

The following represent the major programs offered by MET: (1) a Housing Rehabilitation Program designed to provide basic instruction and practical experiences to seasonally employed farmworkers in building trades, construction, and loan docket preparation; (2) Farmworker Youth Community Conservation and Improvement Projects for minimizing unemployment among farmworker youth sixteen to nineteen years of age who have completed or dropped out of school; (3) a Farmworker Youth Employment and Training Program providing comprehensive training, career employment experiences, and supportive services to fourteen to twenty-one year old youths from families of seasonally employed agricultural workers in Texas and Louisiana; (4) a Residential/Relocation Assistance Program providing temporary housing, training, and supportive services for individuals desiring to relocate to another locale; and (5) a project concerned with revising and disseminating a Guide to Farmworker Protection Laws Digest in both English and Spanish.

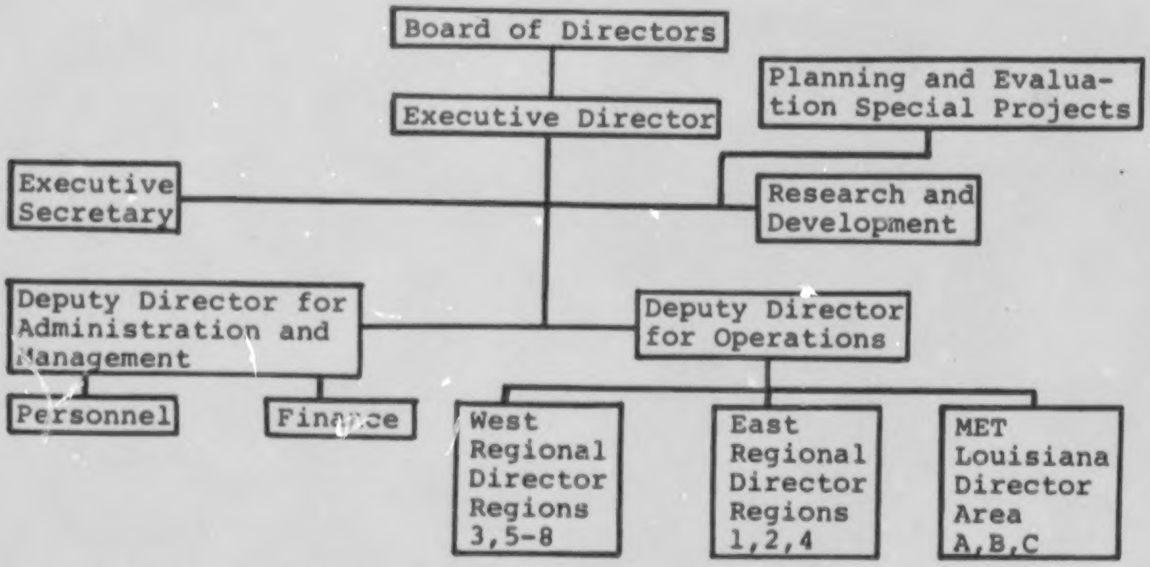
Individuals participating in the program are placed in classroom instruction, actual work experience, on-the-job supervised training, or career exploration experiences. Supportive work experience and job related services are provided to all participants as needed. Each participant in the program has a profile and an Employment Development Plan.

Students are assessed on a weekly basis through written and oral examinations and observations by the vocational and academic instructors, counselors, and supervisors at the work stations. Towards the completion of the instructional program or training, job development and job placement specialists assist the individual in obtaining employment or information about available opportunities. A post-placement and follow-up service of the MET program is designed to assist individuals with particular problems in the new work environment and community.

ADMINISTRATION AND STAFFING

MET is governed by a Board of Directors consisting of four members from each of its nine programmatic regions, and one member at large. The thirty-seven member board, which meets monthly, maintains a 51 percent majority representation of farmworkers. MET's operations at the local level are managed by eight Regional Coordinators in Texas and one Director in Louisiana. In addition, MET has twenty-five offices including two administrative offices, one research office, and twenty-two local offices.

The following figure represents the organizational structure of Motivation, Education and Training, Inc.


Board of Directors
Planning and Evaluation Special Projects
Executive Director
Executive Secretary
Research and Development
Deputy Director for Administration and Management
Deputy Director for Operations
Personnel
Finance
West Regional Director Regions 3,5-8
East Regional Director Regions 1,2,4
MET Louisiana Director Area A,B,C

MET's operations at the local level are managed by eight regional coordinators in Texas and one director in Louisiana. In addition, the program is staffed by vocational and academic instructors, recruiters, placement specialists, counselors, tutors, job development specialists, and other supportive staff. The variety, number, commitment, and devotion of the entire

MET staff enables the organization to provide a comprehensive set of services to individual clients and their families.

SUPPORTIVE SERVICES

MET provides a comprehensive set of supportive services to economically disadvantaged migrant and seasonal farmworkers and their dependents. MET's philosophical orientation and devotion to the development of the total family concept has led it to provide the following supportive services: preventive and clinical medical treatment for farmworkers and their dependents; nutritional services; child care; transportation services; tutorial, General Educational Development, English as Second Language, and remedial instructional services; counseling; and a whole host of manpower services including job development, job placement and post placement services. In addition to these, MET provides paralegal and client advocacy services as needed. Residential/Relocation facilities and assistance are provided for families enrolled in training or receiving supportive services and for individuals electing to establish residence in other areas for the purpose of training or employment.

MET employs other supportive staff including housing specialists and community resource specialists who assist graduates of the program in locating housing in new areas and placing and establishing their children in new school settings.

EVALUATION

In general, evaluation of the MET program is based upon the use of placement rates. Placement rates vary within the different employment training programs offered within the organization. The following are samples of placement ratios which are currently being used to measure the success of the program: (1) for on-the-job and classroom training, a 90 percent placement with 5 percent positive termination is common; (2) for out-of-school work-experience programs, a 50 percent placement with 50 percent other positive termination is projected; and (3) for career employment experience programs, a 15 percent placement is projected.

Additional informal means for obtaining information to evaluate and improve the program consist of interviews with employers and comments obtained from follow-ups of program graduates. Informal feedback from parents or program participants is obtained by vocational instructors and specialists through home visitations and post-placement follow-ups.

SUMMARY

The Motivation, Education and Training Program for farmworkers and seasonally employed agricultural workers is unique in that it provides a comprehensive set of programs, services, projects, and activities for assisting economically disadvantaged individuals to pursue new career alternatives and/or change or improve their lifestyles and increase their well-being. An innovative activity provided by the organization for developing the total family unit is the Residential/Relocation Assistance Program. The Job Related Advocacy Project directed toward assisting eligible, non-trainee agricultural workers with occupational problems, claims, and disputes between themselves and their employers represents another innovative attempt to meet the needs of their clientele.

The vast statewide network system of cooperative agreements for providing and delivering programs and services developed by MET and other agencies and organizations contributes to the successful operation of the programs. Community acceptance of the farmworker vocational training areas offered is a significant variable in the success of the program operations. The success of the organization is also enhanced by its community liaison and job development personnel staff who have devoted considerable efforts to eliminate the specific problems and barriers of its clientele in communities alien to the target population. MET is currently in the process of increasing and developing employment and training activities for its farmworker youth population.

MIGRANT EDUCATIONAL OPPORTUNITIES PROGRAM

Geneseo Migrant Center
State University College
Geneseo, New York 14454

Contact Person: Gloria Mattera, Director

Program Purpose: The program provides career awareness, guidance, and supportive services to migrant youth as they travel along the east coast stream. The major purpose of the program is to encourage pursuit of education beyond the secondary level.

OVERVIEW

The Migrant Educational Opportunities Program was developed as an east coast model project to aid migrant youth in selecting and pursuing careers of their choice through post-secondary programs. The program is funded with $158,000 through a Health, Education and Welfare (HEW) grant from the Fund for the Improvement of Post-Secondary Education (FIPSE). The program funding period is from July of 1977 through July of 1979 and operates throughout the year. Although the program is 100 percent federally funded, many in-kind contributions are provided by the State University College at Geneseo, New York and the Geneseo Migrant Center.

The program activities are conducted in labor camps, homes, and schools. The core program staff is located at the Geneseo Migrant Center. The program is operated by a project coordinator, administrative assistant and counselors. In addition, counselors, teachers, and support staff throughout the east coast area aid the project staff with outreach and services to migrant youth.

TARGET POPULATION CHARACTERISTICS

The population served by the program includes migrant youth between the ages of thirteen and twenty-five. The youth travel with their families, or alone, throughout rural areas on the east coast. Many of the youth work in the field as migrant workers along with their family members. The youth are high school students, school drop-outs, or post-secondary program participants. The students have generally lacked congruence in their education because of the tremendous amount of traveling throughout the harvesting season.

There are approximately 270 youth participating in the program at present. This total includes 104 that are school dropouts. Two hundred and three of the total number of participants are male and sixty-seven are female. An estimated 140 students are at the junior high school level, 125 at the senior high level, and the remaining five are in the post-secondary range. The racial makeup of the program participants is representative of three subpopulations. A large majority of the students, a total of 90 percent are Black Americans; 8 percent of the 270 students are Hispanic bilinguals; the remaining 2 percent are Caucasian.

PROGRAM OBJECTIVES

The objectives of the Migrant Educational Opportunities Program are to increase migrant youth awareness of alternative career choices and procedures necessary to pursue education beyond the secondary level. An additional objective is to overcome major financial and guidance deterrents for migrant youth which limit education beyond the secondary level. Lastly, the program attempts to increase the number of in-school and out-of-school migrant youth who pursue education beyond the secondary level.

A recent study indicated that as much as 90 percent of the migrant youth population leaves school before obtaining a high school diploma. The objectives for the Migrant Educational Opportunities Program were developed to address the particular educational needs of the interstate migrant youth population.

PROGRAM ACTIVITIES

The Migrant Educational Opportunities Program has been in operation since 1977. It is one of several programs conducted at the Geneseo Migrant Center which has been located on the campus of the State University College at Geneseo, New York since 1968. The program is a model east coast identification and communication system to serve migrant youth. Students are recruited for the program by the staff. In addition, many students are referred to the program by parents, siblings, state migrant education programs, and east coast health and head start agencies who have contact with the interstate migrant families as they travel throughout the east coast.

The program offers career awareness, counseling and supportive services to participants. Relevant career, guidance and financial information is disseminated to migrant youth as they travel along the eastern seaboard. Financial assistance is available to migrant youth continuing their education beyond the secondary level.

The staff works with migrant youth in their labor camps and schools during harvest season in New York. The external support staff continues to work with students in their homes, schools and labor camps throughout other states along the eastern seaboard.

Students receive individual personal and career counseling from program staff when they are in New York State migrant camps. This is an on-going service which is provided at least once a week. Special instructional aids include teacher-made materials. There is no cost to students for the services provided.

The teaching and counseling approach used is very individualized as staff visit students in their homes to enhance communication. Students are evaluated by teacher and counselor observation, and self-rating. Students are encouraged to write letters to the program staff as they travel throughout the east coast.

The program publishes a newsletter called Real Talk which is mailed to youth. Students are asked to forward post cards to the program giving their current address. Real Talk includes a variety of articles and information helpful to students in choosing and pursuing a career. Students are encouraged to send in stories, pictures, drawings and any other material of interest to migrant youth.

ADMINISTRATION AND STAFFING

The program is staffed by a project director responsible for overall administration of the project. The administrative assistant oversees the development of forms, reports, and newsletters and handles budgets. Two counselors with bachelor's and/or master's degrees also staff the program. The staff is 50 percent male and 50 percent female. All staff have had work experience in vocational areas and with special needs students. The project director has a doctorate in education and varied experience in migrant education as coordinator of this program and the entire Geneseo Migrant Center.

The staff has conducted workshops for teachers of migrant children and Literacy Volunteers of America. In addition, the program staff developed and presents the Migrant Heritage Studies Kit to educate community, agency, and college personnel.

Parents, students, and staff are involved in the program planning process. Program operation employs a team approach.

SUPPORT SERVICES

A variety of support services are provided for migrant youth. Students are referred for necessary dental, medical, and social services. Survival skills are needed to enable students to function once they have selected an occupation. Program activities are designed to aid students in preparing resumes, interviewing for jobs, values clarification, and goal setting.

Counselors establish contact with local businesses to obtain work experience slots for students while they are in the New York area.

EVALUATION

Criteria used to measure the attainment of program objectives is based on the number of youth in the program who complete high school and go on to post-secondary programs. An additional measure is the number of youth who demonstrate increased interest in continuing their education.

Program evaluation reports are prepared semi-annually by an evaluation consultant. The reports are prepared for HEW and interested coordinating agencies. The program staff stresses the fact that the migrant population has been overlooked for too long by the educational system. The Migrant Educational Opportunities Program is an intensive attempt to help remedy this problem and provide some continuity to the education of migrant youth. The program staff traveled to Florida to visit youth that were involved in the program during harvest time in New York. The counselors saw positive results of their efforts in the surprise and pleasure of migrant youth as they realized that staff will keep in contact with them.

SUMMARY

One important aspect of the program operation is the special linkages created among the staff, special migrant programs, and local community programs.

Additionally, program staff find that the personalized approach is the most effective method or technique to use in working with migrant youth. The students' needs are so varied that a personalized approach, which includes outreach services to provide continuity in education, is the only way in which they can be met. Possibly, the most essential ingredient of a successful program for migrant youth is a commitment on the part of the staff to serve this population.

Program staff believe that the model project can be replicated nationwide, with a central coordinating site to serve as a clearinghouse. Suggested funding sources include State Migrant Education Departments and federal discretionary funds for migrant education.

B. EXEMPLARY PROGRAMS ABSTRACTS

One hundred and twenty-one educational/vocational programs for special needs subpopulations are described in the exemplary program abstracts. The programs were identified by a review of the literature; and contact with state special needs personnel, National Center staff, technical panel members, consultants, and practitioners in the field. The information contained in the program abstracts was obtained from a review of program documents and materials.

The programs described are representative of educational/vocational programs for a variety of special needs subpopulations. The number of programs described and the specific populations they serve are as follows:

Populations	Number of Programs
American Indian	7
Bilingual	8
Corrections	30
Disadvantaged	20
Disadvantaged/Handicapped	11
Gifted and Talented	9
Handicapped	34
Migrant	2

The program abstracts are grouped according to the speific populations they serve and presented in alphabetical order according to the exemplary program titles. Information such as program address, contact person, target population characteristics, sponsor, program objectives, staffing patterns, activities offered, support services, and evaluation procedures is included in the program abstracts.

AMERICAN INDIANS

Program Title: Bilingual Vocational Education Project

Address:
Little Wound School
Pine Ridge Reservation
Kyle, South Dakota 57752

Contact Person: Stephan D. Langley

Target Population Characteristics: Twenty-three Oglala Indians received training in building trades, English, and life skills during the first year (1977-78) of the project.

Sponsorship: The project is funded through a federal grant.

Staffing Pattern: The trainees are supervised by a full-time master carpenter/instructor, a full-time English as a Second Language (ESL) teacher, and a half-time program director. The school handyman, an Oglala Indian, gives instruction in electricity and plumbing.

Program Objectives: One objective of the program is to provide training to people in Klye, who, because of their inability to communicate in the English language, are unemployed or underemployed. A second objective is to provide a bilingual vocational training program that will serve as a model for all communities on the Pine Ridge Reservation, and a third objective is to increase manual and cognitive skills and self-confidence to enable them to support themselves and their families.

Types of Program Activities: Trainees are paid biweekly based on a time clock record of the time they actually spend on site. Relatively formal classroom instruction is conducted in math, English, and life skills. Shop is carried out in repair and construction work on the reservation. Emphasis is on quality of workmanship, not speed. Trainees are provided with experience in layout, form building, rough framing, outside finishing, inside finishing, care and use of tools and materials, welding, insulation and resilient materials, acoustics and drywall, electricity basics, plumbing basics, masonry basics, hardware, and painting and refinishing interiors and exteriors (which includes workshops for stained glass and furniture refinishing).

Evaluation: Fifteen of the twenty-three trainees remained in the program for the whole year. Two passed the General Educational Development (GED) test to obtain their high school equivalency diploma. Attendance of 87.5 percent is considered good. Trainees demonstrated improved communication skills and increased acceptance of non-Indian culture.

AMERICAN INDIANS

Program Title: Career Studies Program

Address:
The College of Ganado
Ganado, Arizona 86505

Contact Person: Betty M. Rasco, Director

Target Population Characteristics: The program provides job training opportunities for approximately 105 Navajos, ranging in age from sixteen to sixty, who have been identified as economically disadvantaged and who lack specific job skills needed for employment.

Sponsorship: The program is federally funded through the Comprehensive Employment and Training Act (CETA).

Program Objectives: The primary objectives of the program are to provide general literacy and basic education, job skills leading to employment, and enrichment experiences through general education. Additional objectives are to provide an opportunity for interaction of Career Studies Program students with traditional college age students. This interaction is expected to motivate program students to assess where they are educationally and to decide if they want to matriculate to a degree program.

Types of Program Activities: Training programs run from twelve weeks to forty-eight weeks in length at the Ganado Skills Training Center, where four major areas of training are available: food services (the college dining hall serves as the on-the-job training facility); office-clerical; allied health (for which Sage Memorial Hospital, partner institution with the college, serves as training facility; and a General Education Development (GED) program which is open-ended. In addition to skill training, all CETA participants are provided with lodging and meals on the campus, and are paid $2.65 per hour while in actual training sessions, approximately thirty training hours per week.

AMERICAN INDIANS

Program Title: Navajo Agricultural Produce Industry (API) - Livestock Management Training Program

Address:
Navajo Agricultural Products Industry
P. O. Box 86
Farmington, New Mexico 87401

Contact Person: Irvin Pablo, Director

Target Population Characteristics: Approximately twenty-five Navajo trainees, who qualify and show an interest in learning the fundamentals of livestock husbandry, participate in the program.

Sponsorship: The Livestock Management Training Program is a joint effort of the NAPI, Navajo Tribe Office of Employment and Training Administration, and Winrock International Research and Training Center.

Staffing Pattern: Winrock is responsible for the development of the training program, including the development of training aids, and lesson materials, specific procedures for teaching the desired technical skills,and the training of NAPI personnel that administer the training program. Winrock personnel and consultants are available to teach specific techniques or skills throughout the program. NAPI is responsible for the execution of the program including recruiting and employment of trainees, orientation of trainees, and supervision and conduct of the program.

Program Objectives: The Livestock Management Training Program is designed to assist Navajo livestock owners and potential owners how to better manage their herds, and to provide 100-200 trained employees who will, in turn, supervise and train 450-500 employees of the Livestock Program as it expands on the Navajo Indian Irrigation Project.

Types of Program Activities: Trainees learn modern beef cattle and sheep production techniques at the livestock training ground and receive classroom instruction in animal genetics, health, reproduction, management, nutrition, and marketing.

Evaluation: Some trainees have found better jobs for themselves or gone on to higher education; others are now employed by NAPI.

AMERICAN INDIANS

Program Title: Navajo Community College

Address: Tsaile, Navajo Nation, Arizona

Contact Person: Richard Reihard

Target Population Characteristics: The student body averages about eighty-five percent Navajo students, slightly more than ten percent non-Indian students, and slightly less than five percent Indians from other tribes. A General Education Development (GED) or high school diploma is required for admission.

Sponsorship: The federal government provides the basic operating funds of the college and students pay tuition and fees.

Staffing Pattern: A large staff of administrative, professional, and supportive personnel and faculty members operate two large campuses (Tsaile, Arizona, and Shiprock, New Mexico) as well as extension classes and outreach programs throughout the reservation. Navajos comprise approximately sixty-five percent of the staff and faculty.

Program Objectives: Objectives of the College are to fulfill the special educational needs of the residents of the Navajo Nation and to emphasize those areas of study and training which are designed to meet the manpower needs of the Navajo Nation.

Types of Program Activities: The College provides academic programs which encompass the first two years of baccalaureate training, as well as training in technical and other vocational fields which are designed to enable the graduate to gain employment in his/her field of preparation. The College also promotes, through its Navajo and Indian Studies Program, an understanding of the unique heritage and language of the Navajo Nation, and strives to impart to the students a positive self-image and clear sense of identity. There are bilingual components in some programs, including the Comprehensive Employment and Training Act (CETA) sponsored cooperative education program, which provides training in eleven vocational areas.

Evaluation: The College is accredited by the North Central Association of Colleges and Secondary Schools.

AMERICAN INDIAN

Program Title: Northland Pioneer Community College

Address:
203 West Hopi Drive
Holbrook, Arizona 86025

Contact Person: Orlando W. McBride

Target Population Characteristics: This five-year-old college operates a decentralized campus system throughout Navajo and Apache counties in Arizona. The college serves approximately 3,800 students (average age between eighteen and twenty-five), and its district involves an area of more than 21,000 square miles with an estimated permanent population of 110,000 people. The Navajo, Hopi, and White Mountain Apache Indian reservations occupy more than sixty percent of the total land area within the college district.

Sponsorship: Students pay college tuition and fees. The college is approved by the Arizona State Community College Board and is seeking formal accreditation by the North Central Association of Colleges and Secondary Schools.

Staffing Pattern: The Board selects "pioneer educators" who are familiar with and committed to a non-traditional, multi-centered college. The unique faculty and staff consists of a balance between full-time, professionally-trained educators and part-time professionally-trained educators drawn from local educational agencies as well as a faculty and staff drawn from local business, industrial, and service agencies.

Program Objectives: The college, established in 1974, is designed to "take education to the people." It offers courses in seventeen different communities and provides students with free transportation by van (four times daily) from eight of its college centers. Many classes are offered on the reservation.

Types of Program Activities: The College offers academic and vocational programs. Its extensive curriculum is committed to the lifelong learning concept. General studies and occupational education is available to meet the needs of:

1. the recent high school graduate
2. the educationally handicapped
3. the occupationally unskilled
4. the occupationally underskilled
5. the senior citizen
6. groups with vocational educational interests

Support Services: The commitment to the delivery of services in facilities within a short driving distance of the student's home involves leasing and borrowing facilities from other agencies and cooperating businesses and industries.

AMERICAN INDIANS

Program Title: Rough Rock Demonstration School

Address:

Rough Rock School Board, Inc.
Chinle, Arizona 86503

Contact Person: B. BySura Njaa, Information Office

Target Population Characteristics: Rough Rock Demonstration School is a pre-school through college complex that serves a Navajo "chapter" (similar to a small county) of approximately 1,500 people. The area is rural, isolated, and the language of the community is Navajo. Most of the school's 500 students come from hogan homes in camps where there is neither running water nor electricity. English is treated as a second language throughout the school.

Sponsorship: Funding is provided by a number of public and private agencies. The demonstration school budget for fiscal year 1977-78 was $2,007,872, $1,298,606 of which was provided by the Basic Bureau of Indian Affairs Contract for Education. The school operates in conjunction with the high school ($3,519,000) and community health services ($263,000) for a grand total of $5,789,872.

Staffing Pattern: In the elementary school, most of the certified teachers are Navajo, providing working role models for the children. All top administrative positions and supportive positions (kitchen, dorms, plant management, transportation) are filled by Navajos. This program employs more than 100 members of the community, which, in an area where the unemployment rate is between forty-five percent to sixty-five percent, is viewed as important "vocational education" by allowing children to see their parents regularly employed. English is the language of commerce; Navajo is the language of the school of the community. Some people who work at the school do not speak English; some are illiterate. The school employs Navajo-speaking parent aides in elementary classrooms, where they work with the classroom teacher especially in teaching traditional crafts (spinning, wool rug weaving, etc.) to the students. There is also an instructional aide in each classroom. This person has completed some college courses and is working toward a degree in education. A General Education Development (GED) program, and classes in the English language and

English literacy are available to all school employees. In addition, the University of New Mexico and Arizona University cooperate by flying their faculty members to Rough Rock one day a week to teach classes there. School personnel are released from their jobs to attend these classes so that they may work toward a degree and/or certification. The School Board has an educational leave policy as well. Under this program, a school employee may continue to draw salary while attending school away from Rough Rock for a quarter or a semester, usually in the summer.

Program Objectives: The objective of the demonstration program is to help Indian children to be of service to themselves, their family, their community, their tribe, and their nation through bicultural and bilingual education in schools operated by Indian people.

Types of Program Activities: The three basic schools which comprise the program are the elementary school, the middle school, and the high school. Navajo is the medium of instruction in the pre-primary and primary grades. Cultural instruction, vocational awareness, the English language, and development of a positive self-image are an important part of the curriculum throughout in each of the schools. The high school offers a full academic program as well as instruction in art, music, journalism, television production, business practice, "college survival", and the customary vocational offerings in welding, carpentry, auto mechanics, typing, and office machines.

Support Services: The Rough Rock Community Health Clinic cooperates to provide the only school for medicine men in the U.S. and encourages students interested in health service occupations to "intern" at the clinic after school hours and during the summer.

Evaluation: Of the twenty-four graduates from the high school in 1978, twenty are continuing their education in various colleges and technical schools, and four are employed.

AMERICAN INDIANS

Program Title: United Tribes Educational Technical Center (UTETC)

Address:
3315 S. Airport road
Bismark, North Dakota 58501

Contact Person: David Gipp, Director

Target Population Characteristics: The Center is the only Indian controlled residential vocational school in the nation. Its 100 acre campus provides Indian students and their families with housing, an elementary school, a child development center, recreational facilities, and an Indian setting. Counseling, job placement, and legal and medical services are also available.

Sponsorship: The Center is funded by the Department of Interior, Bureau of Indian Affairs. UTETC is owned and operated by five reservations in North Dakota: Ft. Berthold, which consists of three affiliated tribes (Mandan, Hidatsa, and Arikara); the Devil's Lake Sioux; the Turtle Mountains Chippewa; the Standing Rock Siouz; and the Sisseton-Whapeton Sioux. It is governed by the United Tribes of North Dakota Development Corporation. A Board of Directors is composed of the tribal chairman and one representative from each of the five reservations.

Program Objectives: UTETC is designed to provide technical training to American Indians for the promotion of educational, economic, and social growth of the individual. This goal is meant to fulfill the desire and future needs of American Indians for self-confidence, self-respect, ethnic pride, and the ability to perform skills necessary for productive and satisfying lives.

Type of Program Activities: The Center offers intensive one-year training programs in ten career fields: auto body; auto mechanics; building trades; business/clerical; food service; human services; nurses aide; painting; police science; and welding. It also offers on-the-job training and job placement upon graduation. Students entering without a high school degree are encouraged to earn a General Education Development (GED) certificate through course work in the Adult Education Department. Adult education courses prepare students in the areas of language arts, social studies, literature, and mathematics. Brush-up work is available to those who want to expand their skills. The learning center and the library are also part of the Adult Education Department. The Center is equipped with two dormitories for single trainees, and homes of two and three bedrooms for married couples and single parents.

Support Services: Special programs at the Center provided by various support agencies include Indian Offender Program; Prison Parole Program; Chemical Dependency Unit; ACTION/VISTA; Comprehensive Employment and Training Act (CETA) programs; Minority Business Enterprise; Equal Employment Opportunity Program; and Indian Liguite Manpower Program.

BILINGUAL

Program Title: Bilingual Education for Occupational Research and Evaluation (BEFORE)

Address:

South Plains College
Levelland, Texas 79336

Contact Person: Ruben P. Martinez, Program Coordinator

Target Population Characteristics: This program is designed to serve limited English-speaking Mexican-Americans in the South Plains area. Over a three-year period, all language disadvantaged persons in the area who need supplemental instruction to succeed in vocational programs will be eligible for the services provided by this program. The pilot class to begin in February, 1979, will contain fifteen people.

Sponsorship: This program is sponsored by the Texas Education Agency.

Staffing Pattern: In the pilot stage, staff consists of the program coordinator and a secretary. Over the course of the program there will be a program director, a bilingual program coordinator, bilingual out-reach aides, a social services support specialist, bilingual tutors, bilingual instructional teams, and vocational counselors.

Program Objectives: The objectives of Project BEFORE are as follows:

1. to provide individualized and group instruction to students with limited English-speaking ability
2. to provide assistance to such students with supportive services including student tutoring
3. to maximize use of bilingual teaching aids already developed in learning laboratories using programmed instruction including audio and video cassette instruction, 16 mm sound film, self-paced filmstrip and slide presentations, and various materials adapted for use by instructors for individual student's use
4. to correlate activities within concurrent administration of educational activities so that students can complete the

courses of study at their own pace, but in the college mainstream if possible.

Types of Program Activities: The current pilot phase of the project includes solidification of the inter-campus coordinating mechanism, preparation of the training process, recruiting and enrolling proposed trainees, pursuing the enrollee in-training, and pursuing activities to aid the trainee to secure employment upon completion of the training.

Instruction will take place in a classroom designed for individualized learning at learning centers for writing, math, job related instruction, reading, reference, and tutorial services. The instruction is designed to help limited English-speaking students find employment, and the educational materials will reflect vocational content. The pilot phase will deal with janitorial and food services job related instruction. Later efforts will expand to professional areas such as nursing. The instruction will be individualized to best meet the students' varying levels of expertise in reading, writing, speaking, and math. The pilot program will expand to two additional sites, and over the course of three years will extend to nontraditional sites with the use of mobile units.

Support Services: BEFORE will include individual and group guidance and counseling in connection with training in order to facilitate occupational choices. Job placement will also be available. When the program is in full swing the following services will be available to the bilingual vocational trainee:

1. use of the skills development laboratory with self-paced programmed materials and individual instructional assistance
2. financial aid counseling and Veterans Administration assistance
3. vocational counseling and career guidance
4. individual tutorial attention
5. referral to off-campus community agencies with access to mobilized resources to help the student solve pressing social and economic needs, such as the Texas Employment Commission and Comprehensive Employment and Training Act (CETA) contractors, health providers and clinics, Texas Department of Human Resources, the Texas Rehabilitation Commission, and community mental health services

Evaluation: Evaluation of the relative success of the program will be a function of the Dean of Technical, Vocational and Occupational Education and the President of South Plains College.

BILINGUAL

Program Title: Bilingual Vocational Training

Address:

Canadian Valley Area Vo-Tech
School District No. 6
P.O. Box 579
El Reno, Oklahoma 73036

Contact Person: J. R. Gililland, Superintendent

Target Population Characteristics: The training is targeted to approximately 150 inmates of Hispanic origin incarcerated at the Federal Correctional Institution at El Reno, Oklahoma, whose limited English-speaking ability prohibits their participation in the regular vocational programs. Approximately twenty to twenty-five students are present in daily classes and approximately forty to forty-five students complete the courses each year.

Sponsorship: Training is sponsored by the Canadian Valley Vo-Tech School and conducted at the Federal Correctional Institution, El Reno.

Program Objectives: The primary objective of the bilingual vocational training is to provide, through two vocational training programs, an opportunity to broaden occupational aspirations and abilities for incarcerated individuals of Hispanic origin. The second objective is to develop community-based support to assist the incarcerated individual of Hispanic origin in obtaining meaningful employment upon release.

Types of Program Activities: Bilingual vocational instruction is provided in auto mechanics and food service. Two bilingual vocational instructors provide shop instruction, and one part-time English as a Second Language (ESL) instructor provides classroom instruction to supplement the vocational skills.

Support Services: Various community organizations and school staff provide support services. The Mexican-American Cultural Center of Oklahoma City, and the Los Amigos Lions Club provide job placement assistance. The school community consultant and the instructors also provide counseling, job placement, and referrals for socio-economic assistance.

Program Title: Bilingual Vocational Training of Dental Assistants

Address:
Continuing Education in Dentistry
University Extension, UCLA
Los Angeles, California 90024

Contact Person: Fredrick Weissman, Project Director

Target Population Characteristics: One hundred and ten language-disadvantaged, low-income adult residents of the Los Angeles inner city representing a dozen different languages have completed training to become paraprofessional members of the dental health team. The current class of trainees consists of forty-eight people representing seven different languages: thirty-seven Spanish, three Russian, two Korean, two Chinese, one Vietnamese and one Arabic.

Sponsorship: The program is federally funded under the Vocational Education Amendments of 1968.

Program Objectives: The program's objectives are to facilitate the students' successful completion of their training and placement in gainful employment. This not only fulfills the needs for bilingual vocational training among disadvantaged low-income groups but is also responsive to recent federal and state legislation which has placed new emphasis on the vital need for dental auxiliaries in expanded functions in the dental office.

Types of Program Activities: The prospective students go through a screening process consisting of a personal interview with representatives of the program and an entrance examination. Testing is conducted in English because it is necessary for students to have at least a limited ability to speak, read and write English. The test determines the applicant's aptitude for this type of training. The training lasts thirty-six months and requires thirty hours of classes a week. The program curriculum includes all the elements for eligibility for the certification examination by the American Dental Association and registration examination by the California State Board of Dental Examiners. The program is administered by a qualified, and experienced staff and faculty and includes lecture, laboratory, and clinical training in dental practices and procedures as well as courses in English, speech, and psychology. A supplemental component in English as a Second Language (ESL) is presented to insure personal competency in comprehension and communication. Instructors are trained in ESL teaching techniques and methodologies to facilitate daily instruction. Clinical training takes place at the UCLA School of Dentistry Clinic, and students intern at private dental offices throughout the community. The program is supported by practicing dental professionals, prominent civic leaders, and members of the community.

Support Services: The primary support service consists of the supplemental ESL classes. Additionally, of the current class of forty-eight students, four are receiving public assistance.

Evaluation: Program effectiveness is evaluated by the collection of formative and summative data. Follow-up information is collected through contact with graduates and their professional employers. The data consistently reveals that the graduates are either employed or continuing their education.

BILINGUAL

Program Title: Bilingual Vocational Training Program

Address:
Crystal City Independent School District
805 E. Crockett Street
Crystal City, Texas 78839

Contact Person: Rudy Espinosa, Program Director

Target Population Characteristics: Fifty trainees are drawn from the Spanish-speaking, primarily migrant population of Crystal City. These trainees are either unemployed or underemployed and have limited English-speaking ability. The Chicano population of Crystal City has a median educational level of grade three and a median income of $2,581 a year. Local work is seasonal and low-paying; therefore, 60 percent of the 11,000 population of the county join the migrant stream. Eighty-five percent live in sub-standard housing. Local permanent jobs in the fields of business/clerical, auto mechanics and general construction are being filled by an imported labor force.

Sponsorship: The program is federally funded under the Vocational Education Amendments of 1968.

Staffing Pattern: The staff consists of a director, secretary, and liaison aide who are full-time employees working twelve calendar months. The director is responsible to the Crystal City Assistant Superintendent of Curriculum and Instruction. The counselor/job developer, three vocational teachers, and two academic teachers are employed part-time for ten months, working a minimum of four hours per day. The staff are all Spanish-English bilingual.

Program Objectives: Upon completion of the program, the students will meet the following objectives:

1. demonstrate appropriate skills and knowledge necessary to meet entry level requirements for their chosen vocation
2. demonstrate appropriate pre-employment skills as judged by the staff to be effective in obtaining a job
3. demonstrate effective communication skills in Spanish and English relevant to their chosen vocation

4. demonstrate effective skills in working with others
5. exhibit attitudes of confidence and pride in their chosen vocation

Additionally, the program offers counseling and placement services. Students in the business/printing cluster will be provided an opportunity to take the Merit System Examination as required by the Texas Employment Commission.

Types of Program Activities: This multi-purpose training program identifies and trains unemployed and underemployed socio-economic disadvantaged persons by offering academic/vocational training in order to produce workers for semi-skilled and skilled employment. The program is intensively promoted, and the Bilingual Vocational Advisory Council Committee screens and selects fifty trainees. Fifty trainees participate for forty weeks in the area of clerical/business, general construction, and auto mechanics. Academic preparation is provided through math and communication classes. A stipend of $30.00 per week is provided to each trainee. The instruction combines and coordinates related instruction with on-the-job training experience and other occupational activities. Training takes place at the Crystal City Independent School District High School. This modern facility is equipped to offer the trainees an intensive training experience with modern equipment. Training realistically relates to the actual job requirements.

Support Services: The project director is assisted by the Bilingual Vocational Advisory Council and has direct input from employment resources. The job developer/counselor provides individual and group counseling plus motivation and attitude training. The academic teachers provide pre-employment instruction in math and English. The stipend provided alleviates some of the financial burden, and the trainees receive placement help when they complete the course.

Evaluation: Internal evaluation on staff is performed in order to determine the most effective teacher training methods. Academic and vocational teachers keep records of tests and progress reports of each individual trainee, and pretests and posttests are used to determine training effectiveness. Information about the number of student applications and job availability and placement is also used. The evaluation design is described as a process of gathering pertinent information and making judgments concerning the extent to which the educational goals of each program component are attained.

BILINGUAL

Program Title: ESL Bilingual Education and Vocational Training

Address:

Chinese Cultural and Community Center
Chinatown YMCA Building
126 N. Tenth Street
Philadelphia, Pennsylvania 19107

Contact Person: Barbara J. Hussong, Acting Executive Director

Target Population Characteristics: This program primarily focuses on preparing immigrants who lack skills in the English language. All students must speak the Chinese language, but no one will be excluded on the basis of sex, race, color, or national origin.

Sponsorship: This project is federally funded by the Department of Health, Education and Welfare.

Staffing Pattern: Staff for this program includes a chef as well as guest chef instructors, an English teacher, supervisory staff and office staff.

Program Objectives: The program's purpose is to offer English as a Second Language (ESL), bilingual education, as well as job training and placement as chefs in the field of Chinese cuisine to persons interested in careers in the food service industry. More specifically, the program prepares immigrants who lack skills in the English language to enter the job market.

Types of Program Activities: Classes are conducted primarily in Chinese, and meet five days per week, eight hours a day for six months. The students receive a stipend of $2.30 an hour while in training. English instruction generally takes place in the morning from nine to eleven followed by practical cooking instruction and a period of practicing cutting techniques. The afternoon session has a review of English and job-related cooking instruction. Students are also placed in Chinese restaurants for on-the-job training approximately one month prior to graduation. The project offers job referral and placement services.

Support Services: Support services consist of ESL instruction and placement services.

BILINGUAL

Program Title: New Directions for Hispanic Americans

Address:
Vocational Education and Extension Board
200 Stonehinge Lane
Carle Place, New York 11514

Contact Person: A. Wayne Overton, Acting Director

Target Population Characteristics: This program addresses Hispanic-Americans who are out of school, had have no marketable skills, whose English oral and written vocabulary and comprehension skills are estimated to be below third grade level, and who have attained academic education in their native country equal to a high school graduate. Fourteen students completed the bilingual auto mechanic training. All were male and ranged in age from twenty-three to forty-seven. Twenty students completed the bilingual health assistance training. All were female and ranged in age from twenty-two to fifty.

Sponsorship: The New Directions for Hispanic Americans project is coordinated by the Coordinating Agency for Spanish Americans (CASA), which is housed in the Social Services Program of the Vocational Education and Extension Board (VEEB) of Nassau County. VEEB if funded primarily by the County of Nassau, Comprehensive Employment and Training Act (CETA) monies, the State Education Department, and tuition. Additional funding is provided by categorical grants from the state and federal governments.

Staffing Pattern: The health assistant component employs one health assistant instructor four hours per night, five nights per week, one English as a Second Language (ESL) instructor (one hour per night, five nights per week for the first five weeks and alternate weeks thereafter for a total of 288 hours), one custodian guard (four hours per night, five nights a week) and one counselor (two and one-half hours per week). The auto mechanic component employs one auto mechanic instructor (four hours per night, four nights per week), one ESL instructor (one hour per night, four nights per week), one assistant supervisor/security person (four hours per night, four nights per week) and one counselor (two and one-half hours per week).

Program Objectives: Program Objectives are as follows:

1. to provide bilingual occupational education in the area of health assistance for twenty persons
2. to provide bilingual vocational education in the area of auto mechanics for sixteen persons
3. to recruit and select Hispanic-American persons for these training areas who will be able to profit from this type of training
4. to find job opportunities and to place the graduates of these programs in gainful employment
5. to elevate the level of instruction by translating existing instructional material into Spanish for use in this program and subsequent programs

Types of Program Activities: The program operates through recruitment of trainees, selection of trainees, bilingual-occupational training in health assistant and auto mechanics, ESL, counseling, job development and placement, and evaluation. The CASA recruits the students from their files. The program's counseling unit selects the students through the use of data collecting instruments and intake interviews. The health assistants course takes place in the evening for four hours, five days a week, for forty-eight weeks. This accommodates two sections of training practice on alternate weeks. In addition, one hour a night is devoted to ESL training, and counseling is available. The class is often divided into three-person clinical teams for instructional purposes and to develop peer support. The auto mechanics course operates for four hours a night, four days a week, for forty-eight weeks. The instruction is modularized and contains within each module the essential skills for entry level employment in a specific specialization. Each student is encouraged to advance in the program as far as his/her abilities allow. ESL instruction takes place for one hour each night. ESL instruction for both courses focuses on the teaching of related vocational education material with the integration of sound and structure.

Support Services: Support services take the form of individual and group counseling. A bilingual/bicultural certified vocational counselor is available four hours per week for individual counseling and one hour per week for group counseling. The VEEB Office of Community Services provides job development and placement.

Evaluation: The success of the program is measured in terms of the following:

1. students meeting the training objectives as specified in the topical course outline
2. rate of trainee completion of program
3. rate of placement in the industry for which the trainees were prepared
4. determination of increase in English achievement level as measured by a standardized test

BILINGUAL

Program Title: A Practical Program of Bilingual Vocational Training in the Culinary Arts for Limited English Speakers

Address:
Division of Vocational Education
State of Louisiana Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

Contact Person: Florent Hardy, Jr., Director

Target Population Characteristics: Program participants will consist of forty-eight persons from the Greater New Orleans Metropolitan Area with limited English-speaking ability whose language is Spanish.

Sponsorship: The program is federally funded under the Vocational Education Amendments of 1968.

Staffing Pattern: The staff consists of the director, culinary arts instructors from the Food Service Institute (FSI), and an English as a Second Language (ESL) teacher.

Program Objectives: This project attempts to meet the needs of the Spanish-speaking population and the increasing need for well-trained personnel in the restaurant business by combining training in the culinary arts and instruction in English. This should insure employment in a high need area.

Types of Program Activities: The program provides eleven months of sequential training supplemented by English instruction. FSI provides inservice training for one month followed by one month on an alternating basis of practical experience in an actual restaurant environment. Twelve restaurants participate by providing on-the-job training. This training includes instruction in English, in-depth training in the culinary arts, and introduces trainees to potential employers.

Support Services: The primary support service consists of English instruction.

BILINGUAL

Program Title: Project Mainstream

Address:
Truman College
1145 W. Wilson Avenue
Chicago, Illinois

Contact Person: Melaine Wozniak, Coordinator

Target Population Characteristics: This project is targeted to Spanish-speaking and Korean-speaking adults who wish to pursue vocational training in data processing or drafting. Nine Spanish-speaking and fourteen Korean-speaking students completed the summer term in data processing. Six Spanish speaking and eight Korean-speaking students completed the summer term in drafting.

Sponsorship: This project is sponsored by the State Board of Education of Illinois out of funds available for the education of the handicapped and disadvantaged. In addition, ten students received financial assistance from the Comprehensive Employment and Training Act (CETA).

Staffing Pattern: The project staff consists of a coordinator, Spanish-speaking and Korean-speaking staff assistants, and two Vocational English as a Second Language (VESL) instructors. In addition, four instructors from the drafting program and four instructors from the keypunch program received inservice training and participated in the program by providing the vocational instruction.

Program Objectives: Program objectives consist of the following:

1. to develop bilingual instructional aids in both printed and audio-visual form appropriate to the Spanish-speaking and Korean-speaking student for:
   a) Data Processing 105 (Introductory Keypunching) and
   b) Engineering 110 (Introductory Drafting)
2. to develop and conduct inservice professional development activities to sensitize personnel to the needs of limited English-speaking students and to orient them to Project

Mainstream

3. to recruit and enroll forty limited English-speaking students, twenty of whom have Spanish and twenty of whom have Korean as their primary language, in one of the two Adult Education VESL sections and in one of the following courses:
    a) Data Processing 105 (ten Latin and ten Korean)
    b) Engineering 110 (ten Latin and ten Korean)
4. to provide supplemental academic assistance to limited English-speaking students, in small groups and on an individual basis which corresponds to the classroom instruction being received in the scheduled vocational courses, from the time of enrollment in the project to August 5, 1978
5. to provide intensive bilingual/bicultural vocational and educational advising on a regular basis to Project Mainstream students during the summer term from June 12 to August 5, 1978
6. to achieve by August 5, 1978, 70 percent successful completion of training by Project Mainstream students enrolled in each of the designated vocational courses
7. to achieve by August 5, 1978, 70 percent successful completion of the VESL training by Project Mainstream students
8. to achieve by August 5, 1978, 50 percent re-enrollment at Truman College for the fall 1978 term by Project Mainstream students
9. to prepare by September 30, 1978, a draft of the Resource Manual for Vocational Education for persons of limited English-speaking ability

Types of Program Activities: The program staff prepared bilingual instructional aids for the vocational courses; held intensive awareness, sensitizing, and inservice professional development activities with college staff in financial aids, counseling, tutorial services, media services, admissions and records, and other support services; undertook an extensive recruitment drive through bilingual community newspapers, radio programs, churches, community centers, schools, restaurants, stores, and personal contacts; tested students; investigated financial assistance; provided supplemental academic assistance in vocational courses and VESL courses through small group and individual sessions; coordinated staff meetings with vocational and VESL staff; and conducted a career options seminar for the students to facilitate career planning.

Support Services: Regular support services were available through the college offices including financial aid, student counseling, the Indochinese Refugee Program, PLATO (computer assisted instruction), tutorial services, cooperative education, career services, media services, The Center for Returning

Students, and the Adult Education Department. The VESL supplemental classes were designed specifically to complement the vocational training available through the Project Mainstream.

Evaluation: The objectives and project programs were presented in a midterm report to the project monitor. In addition the Project staff, assistants, VESL instructors, and the vocational instructors appended recommendations.

CORRECTIONS

Program Title: Apprenticeship Program

Address:
Division of Correction
6314 Windsor Mill Road
Baltimore, Maryland 21207

Contact Person: Charles B. McGinnis, Coordinator of Vocational Training

Target Population Characteristics: Applicants for the program must be eligible for a minimum security classification, demonstrate ability and aptitude to master rudiments of the trade, have sufficient educational preparation to complete satisfactorily the required related instruction, and be physically able to perform all work required of the trade.

Sponsorship: The program is sponsored by the Maryland Apprenticeship and Training Council.

Staffing Pattern: The program is fully staffed by qualified personnel in the specific trade areas and the courses of related instruction.

Program Objectives: The program is designed to provide a plan of approved training that will equip apprentices from the state of Maryland's adult correctional institutions for future profitable employment in the community as skilled workmen in a trade, and to promote self-improvement and honorable citizenship.

Types of Program Activities: Programs are set up in six month periods. Wages are paid for on-the-job training, but not for hours spent in related trade instruction or for hours required for additional educational requirements. The Department of Licensing and Regulation, Division of Labor and Industry of the state of Maryland, issues apprenticeship certification (based on 6,000 to 8,000 total hours of training) in the following trades: upholsterer, bindery operator, ironworker, meat cutter, offset pressmen, plate maker, silk screen printer, and strippers.

CORRECTIONS

Program Title: Apprenticeship Training Program
Oregon State Correctional Institution

Address: Department of Human Resources
2575 Center Street, N.E.
Salem, Oregon 97310

Contact Person: A. Kent Ward, Coordinator of Apprenticeship Training

Target Population Characteristics: OSCI offers apprenticeship training in twenty-two trades. Trainees who express interest in the program and meet the selection criteria may be registered as indentured with the local apprenticeship committee and receive full credit for training. Typically, ten trainees is the student load per class in a nine month, seven hour day program.

Sponsorship: The program is funded by the state of Oregon.

Staffing Pattern: Programs are separately staffed under the direction of an Apprenticeship Training Program Coordinator.

Program Objectives: Programs are designed to facilitate the transition of the inmate apprentice to the community-based apprenticeship program and lessen the resistance experienced by the released inmate apprentice in securing employment.

Types of Program Activities: Using the Landscape program as an example, activities in the nine month course enable the student, upon completion, to identify approximately 150 plants, test soils, be capable of designing landscapes, and have a working knowledge of such things as propagation, balling and burlapping, lawn maintenance, weed and insect control, ornamental horticulture and floriculture.

Support Services: Thirteen participating local joint apprenticeship and training committees approve training locations within the institution.

CORRECTIONS

Program Title: Arthur Campbell High School Indiana Youth Center

Address:
P.O. Box 127
Plainfield, Indiana 46168

Contact Person: Larry L. Edwards, Vocational Director

Target Population Characteristics: The Youth Center serves young men (at least fifteen years of age) who have never before been confined for a felony offense and are transferred to the Youth Center at the recommendation of the Reception-Diagnostic Center, which bases its evaluation of the ability to make use of a rehabilitation program providing academic skills to a level of high school graduation and/or vocational skills to a level equal with the demands of the current job market.

Sponsorship: Funds for the Youth Center are made available by the Indiana General Assembly.

Staffing Pattern: The multidisciplinary staff include skilled trade supervisors, well trained custodial officers, a physician, dentist, social worker, chaplains, recreational leaders, psychologists, administrators and supervisors, as well as educators.

Program Objectives: Objectives of the program are:

1. to determine the needs of each individual student
2. to provide flexible courses of study to fit students' needs
3. to prepare each individual to return successfully to a community outside the institution.

Types of Program Activities: The Youth Center is a fully accredited high school. It is designed, equipped, and staffed to provide a complete and comprehensive secondary education in the academic skills and those vocational skills which can be readily absorbed in the community. Instructional techniques designed to maximize involvement with other students and non-educational staff and minimize teacher domination are used.

CORRECTIONS

Program Title: Associated Marine Institutes, Inc.

Address:
1311 N. Westshore Boulevard
Suite 202
Tampa, Florida 33607

Contact Person: Linda Andersen

Target Population Characteristics: Seven marine institutes located throughout Florida use the marine environment and research to modify behavior of young men who have had difficulty in making social, legal, or academic adjustments, and most of whom are placed in the program by the juvenile justice system.

Sponsorship: The Associated Marine Institutes (AMI) are a group of public non-profit, tax-exempt educational and research organizations partially supported by the state of Florida.

Staffing Pattern: Each institute has a director and instructors (low student-to instructor ratio) who deal with the young men as friends and spend a great deal of leisure time in developing warm, personal, and instructive relationships with them.

Program Objectives: Objectives of the Institutes are:

(1) to change the anti-social behavior of students so that they develop more positive attitudes toward life and new habits that help make them socially productive citizens
(2) to assist each participant in developing employable skills and work habits
(3) to motivate capable youngsters to continue their formal education
(4) to use the resources of the institutes.

Types of Program Activities: This educational program uses the sea to inspire young men to learn job skills, contribute to the betterment of their community, and experience the rewards of oceanographic and environmental research. AMI's programs expose their students to nearly all aspects of the marine environment and in doing so, gradually instilled the teenagers with confidence in themselves and respect for others, together with the understanding that, on the sea, one must be able to rely unfailingly on others.

Evaluation: The Institutes have been very successful. More than seventy percent of the students have gone back to school, entered the service, or are employed full-time. Less that thirteen percent have been in trouble again even though more than ninty-five percent had legal records before enrollment.

CORRECTIONS

Program Title: Community College Cooperative Program

Address:
Iowa State Men's Reformatory
Correctional Education Department
Box B
Anamosa, Iowa 52205

Contact Person: Byron H. Thomas, Director of Education

Target Population Characteristics: Trainees are selected with the following considerations:

(1) time left in the institution
(2) testing indications
(3) lack of skills
(4) resident's desire to enter the program
(5) resident's record within the institution

Sponsorship: Kirkwood Community College contracts with the State to provide the educational program in the penal institution. The State provides funds for twenty positions annually at Kirkwood Community College. Title I funds will provide positions for ten students per quarter in a new computer assisted (Westinghouse) program of instruction.

Staffing Pattern: The Community College has complete control of the educational program in the penal institution.

Program Objectives: Vocational orientation and training is provided to reformatory residents in order to provide them with job skills that will equip them to find and hold jobs upon their release.

Types of Program Activities: The reformatory offers both academic and vocational programs at elementary, high school, and college levels. Vocational programs include: welding, carpentry, auto mechanics, auto body repair, building maintenance, tire retreading, graphic arts, and vocational survival skills.

CORRECTIONS

Program Title: Garret Heyns Education Center

Address:
Washington Correctional Center
Shelton, Washington

Contact Person: Richard W. Morgan, Education Director

Target Population Characteristics: Most students served by the Center have suffered serious setbacks in their educational experience. Many display an initial lack of interest and visualize themselves as men with low capabilities and poor potential. The Center attempts to counter this image.

Sponsorship: The Center is funded by state and federal monies.

Staffing Pattern: A faculty of seventeen staffs the Center.

Program Objectives: The goal of the Center is to overcome initial hostility and frustration by providing educational programs in which the student can enjoy achievement, which can serve as a basis for self-determination, social responsibility, and self-discipline.

Types of Program Activities: The Center is a branch campus of Community College District Twelve. Students may work toward high school graduation, toward job training which will provide an entry-level skills, or toward college credits. All courses are fully accredited.

CORRECTIONS

Program Title: Hoomana School

Address:

University of Hawaii Community Colleges
2109 Kamehameha Highway
Honolulu, Hawaii 96819

Contact Person: Daniel L. Aquino, Director

Target Population Characteristics: The school is located within the training area of Hawaii State Prison, where the typical resident is a school dropout from a broken home with a juvenile record of adult crimes and who has no occupational training.

Sponsorship: The school is sponsored by the Hawaii State Prison.

Staffing Pattern: The school is staffed by a director, four vocational-technical instructors, three academic instructors, and a clerk.

Program Objectives: The primary objective of the school is the development of an occupational foundation, which is seen as an important therapeutic catalyst for attitudinal change, and provides an irreversible measure of performance in behavior, procedure, and discipline.

Types of Program Activities: Students may elect to enroll in the Certificate of Achievement programs (welding or automotive). Instruction is based on the traditional core curriculum concept. The student is required to complete all levels within the vocational-technical classes initially and enroll in the required academic classes at a later date. He may also simultaneously earn a high school diploma and/or an eighth grade certificate.

CORRECTIONS

Program Title: Man-Power Training at Kansas State Industrial Reformatory

Address:

Kansas State Department of Corrections
535 Kansas Avenue, Suite 200
Topeka, Kansas 66603

Contact Person: B. Ramcharan, Program Specialist

Target Population Characteristics: The program makes comprehensive vocational training available to all inmates who have the ability and need to pursue cognitive and skill development.

Sponsorship: The program is funded by the Kansas State Department of Corrections and the Comprehensive Employment and Training Act (CETA).

Program Objectives: The goal of the Manpower Training Program is to provide vocational education to the inmate population who seek to upgrade their occupational ability or learn new skills, and who plan to enter employment upon release.

Types of Program Activities: Approximately 400 inmates are enrolled in appliance repair, automobile mechanics, barbering, building maintenance, construction trades, food service, landscape management, machine shop, and welding. Upon release, students are assisted in placement within their occupational area.

CORRECTIONS

Program Title: Marion Correctional Institution Learning Center

Address:
Marion Correction Institution (MCI)
Marion, Ohio 43302

Contact Person: Merril Williams, Vocational Supervisor

Target Population Characteristics: Students from the six MCI vocational schools are evaluated at the Learning Center and are provided with instruction to raise their math and reading skills to a level at which they can earn a high school diploma or pass the General Education Development (GED) examination. Students unable to read at eighth grade level remain at the Center until they reach that level or until they complete their vocational training.

Sponsorship: The Learning Center is funded by the state of Ohio.

Staffing Pattern: The Learning Center is staffed by two instructors (one specializing in third to eighth grade reading and math skills) who work closely with the vocational supervisor and the six vocational instructors.

Program Objectives: The Learning Center is designed to set up a program that will enable the students to perfect the math and reading skills necessary for their vocational development and to raise the general academic level of the students so that they may either complete a high school program or obtain their GED certificates.

Types of Program Activities: As students enter the vocational schools, they are sent to the Learning Center to be tested in reading and math. In order to meet the Learning Center requirements in math, the students must be able to do all computations in whole numbers, fractions, and decimals. In reading, the student must be able to read at an eighth grade level. Students spend an hour a day at the Learning Center, where daily individualized assignments are geared to each student's deficient areas and specific vocational needs.

CORRECTIONS

Program Title: Menard Correctional Center

Address:
Menard Correctional Center
Menard, Illinois 62259

Contact Person: Harry M. Jackson, Educational Administrator

Target Population Characteristics: Menard offers educational opportunities at seven levels:

(1) basic adult education (which is addressed mainly to the under twenty-one age group)
(2) General Education Development (GED) program
(3) KET (an individualized program of instruction on a level with GED)
(4) PLATO (computer instruction for students who work best alone, GED level)
(5) Adult Performance Level (APL) Curriculum (designed to help people solve problems of everyday life)
(6) an institutional vocational program (barbering, business occupations, electronics, and graphic arts)
(7) college (with classes in arts, sciences, and vocational technology, with credits and degrees available from Belleville Area Junior College and Southern Illinois University).

Sponsorship: The educational programs are funded by state and federal monies.

Staffing Pattern: Along with administrators, teachers, and counselors, instruction, expecially at the lower levels, is supplemented by tutors and teacher aides.

Program Objectives: Objectives vary according to the educational level of the program. Objectives range from providing functional literacy skills to the attainment of a Bachelor or Arts degree.

Types of Program Activities: Program activities are appropriate to the specific program and the students involved at the various levels. Activities at each level are designed to contribute to the total rehabilitative growth of the resident by providing alternatives to criminal behavior.

Support Services: Belleville Area Junior College and Southern Illinois University provide their facilities to support the goals of the Menard educational program.

CORRECTIONS

Program Title: Michigan Department of Corrections Course Offerings and Treatment Programs

Address:

Michigan Department of Corrections
Steven T. Mason Building
Lansing, Michigan 48913

Contact Person: Roy Wattelet, Vocational Education Consultant

Target Population Characteristics: Educational services are available to inmates of all institutions within the state. All institutions except the Michigan Intensive Program Center offer work-pass and furlough programs. Educational programs in all categories serve nearly 6,000 clients.

Sponsorship: Academic, vocational, and treatment programs are funded by state and federal monies.

Staffing Pattern: Each institution is staffed by qualified teachers and counselors.

Program Objectives: Programs include full and part-time academic and vocational programs, combined academic and vocational programs, on-the-job training programs, academic and vocational programs at the college level, and treatment programs (e.g., individual and group psychotherapy, crisis intervention, Alcoholics Anonymous, drug abuse counseling, etc.).

Support Services: Community agencies and organizations (Family Planning, Muskegon Community Volunteers, Jaycees, etc.) provide support, particularly for the treatment programs.

CORRECTIONS

Program Title: Minnesota Correctional Institution for Women (MCIW)

Address:
Box 7
Shakopee, Minnesota 55379

Contact Person: Roger Knudson

Target Population Characteristics: Almost every resident of MCIW is involved in some aspect of the education program.

Sponsorship: The institution is funded and operated by the state of Minnesota.

Staffing Pattern: A large staff operates five full-time programs on the grounds. The full-time off-grounds program is staffed by the Minnesota Metropolitan State College. Many volunteers and outside agencies conduct ten intermittent programs.

Program Objectives: The education program at MCIW exists to provide assessment of academic and vocational needs and to provide a variety of program options to meet those needs. Emphasis is placed on success so that every student can experience at least one success each day and be involved in personal and/or academic growth in the education program.

Types of Program Activities: Academic programs include adult basic education (ABE), high school completion, higher education, arts, and special programs. Vocational education offers training and work experience for which residents are paid in keypunch, food service, and private industry (contract assembly work). A volunteer program exists as a privilege which allows residents to leave the grounds and offers them the opportunity to provide community services. Some other intermittent programs include feminine development, Bible study, and survival auto mechanics.

Support Services: Many agencies provide support services. Among them are the American Red Cross, the Minneapolis Parks System, local nursing homes and day care centers, the Walker Arts Center, Planned Parenthood, Genesis II, and Alcoholics Anonymous.

CORRECTIONS

Program Title: Moraine Park Technical Institute

Address: Wisconsin Correctional Institution
Fox Lake, Wisconsin 53933

Contact Person: John Plank, Education Director

Target Population Characteristics: Up to sixty inmates in minimum security institutions are released daily to attend programs at Moraine Park Technical Institute.

Sponsorship: The Study Release Program of the Wisconsin Council on Criminal Justice is federally funded.

Staffing Pattern: Moraine has its own administrative and instruction staff, who, in addition to providing services to students in the Study Release program, work closely with each penal institution in its district in assessing needs, assisting in the hiring of staff, and the purchase of equipment and supplies necessary to expand and upgrade programs.

Program Objectives: Moraine Park Technical Institute's objective is to provide fully certified programs accredited by the Wisconsin Board of Vocational, Technical, and Adult Education and the North Central Accrediting Agency, and to enable men who graduate from the program to receive a Moraine diploma with no reference to having received their education at a state prison.

Types of Program Activities: Students may choose from the following one year (thirty hours per week) accredited programs: appliance servicing, auto body, custodial services, electronics servicing, machine tool operation, merchandising, small engines, and chassis repair, and welding. Carpentry and masonry are also available, but not accredited.

Support Services: There is broad statewide support for the educational program at the Division of Corrections. In addition to the business and industrial community, the program interacts with many state and private agencies such as the University of Wisconsin and the State Manpower Council.

Evaluation: The recidivism rate among graduates of vocational-technical programs has been eight percent to ten percent as compared to a much higher rate among non-program participants.

CORRECTIONS

Program Title: Offender Aid and Restoration, U.S.A.

Address:
409 E. High Street
Charlottesville, Virginia 22901

Contact Person: Ray R. Mishler, Program Developer

Target Population Characteristics: Volunteer training with job skills emphasis is provided for persons incarcerated in the county jail who: (1) voluntarily request support, (2) have little or no outside resources, and (3) have personal resources which indicate the possibility of achieving a self-respecting and self-sustaining life style.

Sponsorship: The volunteer program is organized and sponsored by Offender Aid and Restoration of the United States (OAR) which is a non-profit organization operating programs in 21 communities, guided by a broadly-based Board of Directors.

Staffing Pattern: Community volunteers work on a one-to-one basis with offenders and ex-offenders.

Program Objectives: OAR is designed to train community volunteers to work in a one-to-one relationship with offenders and their families and thus to establish a permanent, community-based and low-cost means of preparing and placing jailed persons in jobs.

Types of Program Activities: Volunteers and OAR staff working in concert with community service agencies, provide the offender with a full set of manpower services-job preparation, job placement and post-placement support. Offenders are often directed to educational opportunities and service agencies in the community. OAR has also initiated General Education Development (GED) and tutoring programs in jail.

Support Services: OAR volunteers and staff work with Comprehensive Employment and Training Act (CETA) personnel, the County Sheriff's Department, the County Employment and Training

9. follow-up, which includes family and group communication classes, communication skill seminars, ABE/GED classes and specific problem interventions.

Classes are held morning, afternoon and evening, Monday through Friday. Average duration of training for each participant is 4.5 months.

Support Services: Broad community support is represented by a large board of directors and a larger board of governors.

Office, agencies serving the retarded, emotionally disturbed, or severely addicted to alcohol or other drugs, and other community agencies including the Health Department, Family Services Housing Service, and Legal Aid.

Evaluation: The number of repeat offenders in areas with OAR programs has dropped as much as 25 percent over a four-year period.

CORRECTIONS

Program Title: Ohio Central School System

Address:
Ohio Department of Rehabilitation and Correction
1050 Freeway Drive, North, Suite 403
Columbus, Ohio 43229

Contact Person: Rex Zent, Assistant Administrator, Educational Services

Target Population Characteristics: This school system offers inmates in seven penal institutions (72 percent of whom are high school drop-outs) educational programs ranging from adult basic education (ABE) to college.

Sponsorship: The educational services are funded through the Ohio Department of Rehabilitation and Correction.

Staffing Pattern: Each of the seven institutions has a full on-grounds educational staff headed by an institutional director of education. College courses are conducted by staff of Ohio University, Urbana College, Ohio State University, Marion Technical College, Ashland College, Portsmouth Interstate Business College, and Shawnee State.

Program Objectives: Educational services are addressed primarily to those residents lacking job skills and a basic fundamental educational background. The primary objective, therefore, is to provide vocational education and ABE to enable residents to function within society.

Types of Program Activities: Of the seven institutions, all offer ABE and General Education Development (GED), vocational certification in from three to ten occupational areas, and college degrees. Four of the institutions offer the opportunity to earn a high school diploma. The average monthly enrollment for the entire system is approximately 3,000.

CORRECTIONS

Program Title: PACE Institute, Inc.

Address:
2600 South California Avenue
Chicago, Illinois 60608

Contact Person: Joel B. Ayres, Vice President

Target Population Characteristics: Participants are offenders in the Cook County Department of Corrections, eighteen years of age and older. These student-inmates generally come from Chicago's inner city and the suburbs of metropolitan Chicago. On the average, they test at fifth grade reading level. Most have no work history and inadequate exposure to the world of work.

Sponsorship: The program is funded by the Department of Health, Education and Welfare, the Illinois Office of Education, and the Cook County Department of Corrections.

Staffing Pattern: The president of PACE supervises a staff of twenty-nine people, including directors of the following departments: Community Supportive Services, Student Services, Instruction, Women's Division, and Job Development.

Program Objectives: The program is designed to provide Adult Basic Education (ABE) to at least 300 inmates in a period of one year, helping them to improve communications skills, raise basic skills in reading, language, and math, to prepare for the General Education Development (GED) test, and to increase job awareness through prevocational classes.

Types of Program Activities: Components of the program are:

1. recruitment
2. intake and orientation
3. assessment
4. individual prescription (Individual Education Employability Plan - IEEP)
5. instructional services
6. prevocational training
7. student services
8. IEEP assessment and outdate staffing

CORRECTIONS

Program Title: Prison Educational Program of Jackson Community College

Address:
2111 Emmons Road
Jackson, Michigan 49201

Contact Person: James Satterelli, Assistant Dean for Prison Program

Target Population Characteristics: The program serves more than 1,000 incarcerated residents of the State Prison of Southern Michigan.

Sponsorship: The program is sponsored by Jackson Community College and the Michigan Department of Corrections.

Staffing Pattern: The program employes an assistant dean, program director, three supervisors, a librarian, a secretary, twenty clerks, and an average of 110 instructors. A total of six sites (on campus, trusty division, inside the walls, Northside, Parole Camp, and Camp Waterloo) are involved.

Program Objectives: The purpose of the program is to provide educational opportunities and consultative services to the motivated individual at the prison. These opportunities are designed to enhance the student's personal, intellectual, social, and economic awareness and abilities, so that contributions to society are achieved in a self-complimentary manner.

Types of Program Activities: Over 300 classes are attended by incarcerated students. Associate degree programs are available in arts, applied arts and science, and general studies. Certificate programs in vocational and technical education include business/clerical, machine shop, engineering aide, electronics, electrical wiring, and refrigeration and air conditioning.

Evaluation: The prison program is the nation's largest of its kind. "The prison program is a model for the nation to follow," according to the North Central Review Committee (1976).

CORRECTIONS

Program Title: Purdy Treatment Center for Women

Address:
P.O. Box 17
Gig Harbor, Washington 98335

Contact Person: Ramon Payne, Director

Target Population Characteristics: The program is addressed to incarcerated women who are motivated to increase their academic and/or vocational skills.

Sponsorship: The program is state funded.

Staffing Pattern: The entire teaching staff is employed by the Peninsula School District on a contractual basis with the Treatment Center. The staff is composed of eight teachers, one counselor, two secretaries, three resident secretaries, one principal, and numerous part-time instructors.

Program Objectives: The objective of the program is to provide individualized instruction, recognizing that all people have different levels of ability and interest and learn at different rates and under varied conditions. This program allows every resident to learn at her own rate with teacher assistance.

Types of Program Activities: There are seven fifty-five minute class periods each day. Depending on their abilities and skill level, students may enroll in one of the following curricular areas:

1. adult basic education
2. academic high school program
3. general education development (GED) test preparation
4. vocational training
5. self-enrichment classes
6. college level classes
7. nursery school training

CORRECTIONS

Program Title: Quachita Vo-Tech Inmate Training Center

Address:
Star Route
Box 68
Hodgens, Oklahoma 74939

Contact Person: Eldred Chronister, Director

Target Population Characteristics: The Center provides 150 training slots in six occupational areas. All trainees are inmates from correctional institutions within the state of Oklahoma. Inmate population (4,142) is nonety-four percent male, thirty-four percent members of minority groups, sixty-six percent thirty years of age or under, eighty percent with less than a high school education.

Sponsorship: The program is operated by the Manpower and Training Division of the Oklahoma State Department of Vocational and Technical Education.

Staffing Pattern: The Center has 25 full-time staff members including two Comprehensive Employment and Training Act (CETA) employees.

Program Objectives: The occupational and educational objectives of this training program are to train disadvantaged persons to an entry level in the determined skills that will prepare them to enter the mainstream of workers in the in the occupational shortages in Oklahoma, and to adjust the program according to updated labor market information.

Types of program Activities: Skill training is offered in six occupational areas: auto body and fender repair, air conditioning and refrigeration, auto mechanics, diesel mechanics, production machine tools and welding. This training is supplemented by basic education courses of math and reading. Group and individual vocational guidance and the opportunity to take the General Education Development Test (GED) are also available.

Support Services: The Oklahoma State Department of Corrections and the Oklahoma State Employment Service work in close cooperation with the Center. Outside resources such as the Volunteers in Corrections, On the Bricks, Inc., Oklahoma Halfway House, Bureau of Indian Affairs, and other organizations assist the program in many ways on and off the campus, including securing employment and providing counseling.

Evaluation: Of those completing the training program, the placement rate is seventy-three percent. This figure represents employment placements which have been verified. It is difficult to obtain information on individuals who wish to remain anonymous upon returning to society.

CORRECTIONS

Program Title: Sandstone Vocational School, Willow River Camp Program

Address:
Sandstone Vocational School
P.O. Box P
Sandstone, Minnesota 55072

Contact Person: Ronald J. Schuster, Director

Target Population Characteristics: Sandstone is a skill center and Willow River is a residential center. Together they provide selected individuals from the state reformatory at St. Cloud and the Minnesota State Prison at Stillwater with vocational, academic, and social education.

Sponsorship: The program is operated by the Minnesota Department of Corrections and School District #576 at Sandstone.

Staffing Pattern: The program is staffed by vocational and academic teachers, a full-time person specializing in job seeking skills, a full-time recreation director, and an employment coordinator.

Program Objectives: The objectives of the school are:

(1) to provide technical training that will enable the student to develop a job level entry skill
(2) to provide basic, remedial and General Education Development (GED), academic opportunities
(3) to develop the student socially
(4) to facilitate a gradual transition back into society
(5) to initiate and maintain a follow-up study and to evaluate the effectiveness of the training.

Types of Program Activities: Each student is involved in four hours of training in a skill laboratory, two hours in theory class related to the skill training he is receiving, and two hours in an academic program. Four evenings a week he attends a group meeting for an hour and a half, during which problems of each individual are discussed.

Support Services: Support is provided (primarily for skills in the transportation cluster) by Minnesota Manpower Service, the State Department of Education, labor unions, ex-offenders, and representatives from industry.

CORRECTIONS

Program Title: Vienna Correctional Center

Address: Vienna, Illinois 62995

Contact Person: Jack K. Sistler, Associate Director

Target Population Characteristics: Academic, vocational, and self-enrichment programs are addressed to residents of the Center.

Sponsorship: The educational programs are operated at the Center by Southeastern Illinois College and Illinois Department of Corrections School District #428.

Staffing Pattern: The staff of full-time vocational and academic teachers is supplemented by instructors from Southeastern Illinois College and other part-time personnel.

Program Objectives: Objectives of the Center's educational program are:

(1) to provide residents with academic and vocational skills
(2) to provide experiences that increase self-esteem
(3) to facilitate residents' adjustment to life in the community upon release.

Types of Program Activities: The program offers fourteen full-time vocational courses (with hands-on experiences), evening vocational and academic courses (including degree programs), college courses (including degree programs) through Southeastern Illinois College, basic adult education (BAE) and General Education Development (GED) programs, and special interest classes.

CORRECTIONS

Program Title: Vocational Barber Training Program

Address:
Pennsylvania State Correctional Institution at
Rockview (SCIR)
Box A
Bellefonte, Pennsylvania 16823

Contact Person: J.F. Mazurkiewicz, Superintendent

Target Population Characteristics: SCIR offers inmates educational opportunities ranging from elementary education through a four-year baccalaureate degree program in conjunction with the Pennsylvania State University. A large selection of vocational training courses are also available, of which the Barber Training Program is one. The State Board of Barber Examiners requires an eighth grade or equivalant education, freedom from contagious disease, and convictions not related to morals charges or narcotics charges to grant a student permit.

Sponsorship: The program was established by the State Board of Barber Examiners and the Bureau of Correction.

Program Objectives: The main goal of the training is to facilitate the students obtaining of a Registered Barber License. The program is also designed to develop good work habits and good work ethics in dealing with customers and their interests. Ultimately, the program helps inmates to perform a productive and contributing role in society.

Types of Program Activities: The program is designed to train inmates for a Registered Barber License over a period of ten-to-eleven months and, if enough time remains, to continue the training for twelve additional months to obtain the Manager/Barber License. The program is composed of four areas of work and instruction:

1. Student Barber (nine month training or 1,250 hours and pass the Registered License Examination)
2. Manager Barber (twelve month training as a Registered Barber and pass Manager/Barber License Examination)
3. Employee's Barber (approaching Registered License Examination with a good record and program progress)
4. Centre Crest Program (Registered License required with pre-

release status for work release and good program progress)

Evaluation: In a ten year period, the State Board of Barber Examiners has issued to Rockville trainees the follow permits and licenses: seventy-eight Student Permits; fifty-six Apprentice Licenses; and thirty-six Registered Barber Licenses.

CORRECTIONS

Program Title: Vocational Education at the Iredell County Prison Unit

Address: North Carolina Department of Correction

Contact Person: Jerry L. Moore, Program Supervisor

Target Population Characteristics: This vocational training program is only available to felon inmates in medium and minimum custody housing units.

Sponsorship: Training is sponsored by the Catawba Valley Technical Institute.

Staffing Pattern: The Catawba Valley Technical Institute provides two full-time instructors. A labor supervisor and two shop foremen are employed by the Enterprise Section of the state of North Carolina. All of these work directly with the program personnel employed by the Division of Prisons and located at the prison facility.

Program Objectives: The primary objective of the training is to enable the inmates to be self-supporting upon re-entry into society. Another objective is the determination of specific rehabilitative goals which result in promotion to minimum custody and recommendations to the Parole Commission.

Types of Program Activities: A furniture school is sponsored by the Catawba Valley Technical Institute in Hickory, North Carolina, and involves classes in both woodworking and upholstering. Presently, nine inmates from Iredell (a medium custody unit) are enrolled in the upholstering class and thirteen in the woodworking section. Twenty more inmates who have been promoted to honor grade level are transported to the school each day from a minimum custody unit in a neighboring county.

CORRECTIONS

Program Title: Vocational Education Program

Address:
Department of Corrections
714 P Street
Sacramento, California 95814

Contact Person: W. A. Kempf, Supervisor, Vocational Training

Target Population Characteristics: Of an institutional (statewide--18 institutions) population of approximately 18,500 men and 1,050 women, the vocational education program serves approximately 2,500 inmates each year.

Sponsorship: The program is sponsored by the California Department of Corrections.

Staffing Pattern: Credentialed instructors staff 127 shops and five skill centers in forty-eight occupational areas. Instructors are supervised by credentialed administrators.

Program Objectives: The program has the following objectives:

1. to develop and maintain training programs that offer maximum skill development for post-release employment
2. to develop entry level skills for each trainee who successfully completes a minimum of 500 hours of a vocational-industrial program
3. to coordinate opportunities offered by each of four training units
4. to maintain an effective advisory committee of resource people to advise on training standards, employment opportunities, and placement
5. to offer ongoing vocational counseling, occupational orientation, and re-entry counseling.

Types of Program Activities: Programs are offered in forty-eight occupational areas. Each course consists of a series of manipulative operations or jobs progressing from the simple to the complex, given in conjunction with related technical and safety instruction. As students progress, they are provided with on-the-job training experiences that develop attitudes, saleable skills, and useable knowledge related to employment. Vocational courses are tied into correctional industries, plant operations and business services, which provide live work and reduce institutional operating costs.

Evaluation: The program is successfully filling contracts with private industry. Approximately 2,000 students receive vocational certification each year.

CORRECTIONS

Program Title: Vocational Education for Windham School District

Address:
Windham School District
Texas Department of Corrections
Box 40
Huntsville, Texas 77340

Contact Person: Lane Murray, Superintendent

Target Population Characteristics: Windham was the first school district of its size and scope created within a statewide prison system. Both academic and vocational classes are offered at thirteen of the fourteen correctional units, which extend over more than 200 miles. Students are required to attend academic classes if their educational achievement is below fifth grade level. The Vocational Department screens and selects students with the greatest possibility of success (based on interest, aptitude, appropriate discharge or parole date, attitude, absence of recent disciplinary action, ability to get along with others, and physical stamina).

Sponsorship: Windham is funded by state and federal monies with some special grants from the Department of Health, Education and Welfare.

Staffing Pattern: The staff consists of over 200 professional, academic, vocational and special education teachers. The superintendent heads a large administrative staff including a vocational assistance administrator, principals, curriculum directors, librarians, curriculum supervisors, counselors, an psychologist, and a psychometrist.

Program Objectives: The overall goal is to provide inmates an opportunity to acquire skills enabling them upon release, to function more adequately within free-world society.

Types of Program Activities: The designated areas of the vocational curriculum include agriculture pre-employment laboratory, office pre-employment laboratory, industrial pre-employment laboratory, industrial part-time cooperative training, and gainful homemaking. Vocational training is offered in thirty-one skill areas. A vocational student attends thirty hours of class per week. In some areas students are eligible to take State Board licensing exams on completion of the program.

CORRECTIONS

Program Title: Vocational Training at the Utah State Prison

Address:
Utah State Prison
P.O. Box 250
Draper, Utah 84020

Contact Person: Jeffrey R. Galli, Director of Education

Target Population Characteristics: To enter the program an inmate must obtain clearance from the Department of Education and participate in an orientation program before being registered in a specific education program. Remedial and pretechnical courses are available.

Sponsorship: The operation of the vocational training program is based on the Utah Technical College at Provo and operated by the Utah State Prison Division. Upon finishing a vocational course, the student receives a certificate of completion and earned credit which may apply toward an associate of applied science degree.

Staffing Pattern: The vocational and technical courses are staffed by Utah Technical College instructors.

Program Objectives: The objectives of the program are follows:

1. to provide every possible opportunity for students to develop new strengths and greater effectiveness in their vocational background
2. to direct training emphasis to the individual needs of each student
3. to provide substantial experience under production (real life) circumstances
4. to assure that every student who receives a certificate of completion is qualified to enter his/her training field and to be capable, productive employee

Types of Program Activities: Program offered are auto body and painting, auto mechanics, building construction, diesel mechanics, electricity (residential and industrial), machine shop, recreational vehicle mechanics (small engine repair), and welding. Live work is on customer equipment.

Support Services: State agencies and employers cooperate with the College to provide real-life experiences related to the student's interest, supervision and guidance, and the opportunity for exploration, skill growth, placement and follow-up.

CORRECTIONS

Program Title: Vocational Program at Western Correctional Center

Address:
Western Correctional Center
P.O. Drawer 1439
Morgantown, North Carolina 28655

Contact Person: Harlin Murray, Jr., Vocational Director

Target Population Characteristics: The program serves approximately 550 youthful offenders (ages sixteen-to-eighteen) at two correctional facilities in Morgantown: the Western Correctional Center and the Burke Youth Center. The work experience program serves approximately fifty-one students, and the in-house vocational school serves sixty-to-ninety students.

Sponsorship: The program is operated by the Department of Corrections, Division of Prisons, and the Department of Human Resources, Division of Vocational Rehabilitation.

Staffing Pattern: Programs are mainly staffed by personnel of the Vocational Rehabilitation Facility, the Western Correctional Center, and the Western Piedmont Community College.

Program Objectives: The program is designed:

1. to instill within the student a work ethic (letting the student succeed at work and receive wages)
2. to establish positive rapport between the helping agencies and the student and to assist the student's adjustment to incarceration
3. to permit the student to earn and accrue resources which will be critical after release
4. to give survival skills, vocational guidance, counseling and assistance in developing release plans prior to release, and at least six months of follow-up.

Types of Program Activities: Students with low intellectual and academic abilities and poor social or working skills are assigned to the work experience program. They undergo a complete vocational evaluation and are placed in the workshop in an actual work situation. Students may be involved in producing a variety of electrical switch components, pallets, furniture skids, survey stakes, and a wide variety of cardboard containers and partitions. These products are sold to industries and inmates receive wages for piece-work done. Two spin-offs of the work experience program are the industrial therapy program and the health care technician program. In the industrial therapy program, students who complete a sheltered workshop experience are placed in actual work situations and are paid on an hourly basis. The health care technician program is for those capable of working as direct care personnel for Western Correctional Center clients. The students are taught to perform basic care and treatment functions for seriously retarded and impaired children. They receive classroom instruction and an hourly wage. The introduction to light construction program is a vocational school in itself operating at the Western Correctional Center.

Support Services: The Vocational Rehabilitation Facility, Western Correctional Center and Western Piedmont Community College provide scheduling, staff, and facilities for the programs.

CORRECTIONS

Program Title: Vocational Training Program--Oregon State Penitentiary

Address:
Department of Human Resources
2605 State Street
Salem, Oregon 97310

Contact Person: Tony Crowley, Supervisor

Target Populations Characteristics: An electronics/business machines program (four parts, twelve months, 1400 hours) is the outstanding training program at Oregon State Penitentiary (OSP). For enrollment in this program, a person is required to have a General Education Development (GED) certificate and beginning algebra. Most students have a parole review date within 1-2 years.

Sponsorship: The state funds the vocational training program. Involvement with the program covering technical electronics and business machine repair is due to the Xerox Corporations's provision of machines for instructional purposes and their leadership role in developing industry awareness of the importance of rehabilitation for felons.

Staffing Pattern: The program is staffed by a vocational training supervisor, an education programs supervisor, a rehabilitation programs manager, and instructors.

Program Objectives: The program is designed to provide inmates with the opportunity to acquire job entry level skills in an available trade that is selected by the inmate, to provide individualzied success in prison learning experiences to improve self-image, and to provide tasks and an environment which foster improved work habits and concepts of responsibility.

Types of Program Activities: Instructors organize learning experiences so that enrolled inmates have extensive hands-on experience with supporting instruction in theory and related skills. Whenever applicable, trade area courses are accredited by an available community college. Awarded credits are registered with the State Department of Education.

Support Services: Xerox Corporation of Portland, Oregon, supports the program with equipment, placement, and efforts to obtain interest and support from other industries.

CORRECTIONS

Program Title: Work Attitudes and Job Ethnics (WAJE) at Arizona Youth Center

Address:
State of Arizona Department of Corrections
P.O. Box 8988 CRB
Tucson, Arizona 85738

Contact Person: John F. Kohl, Superintendent

Target Population Characteristics: This program serves about twenty boys at any given time, offering them an alternative to the existing academic program. As students are released, others may fill out applications and be interviewed by the coordinator for the vacant positions.

Sponsorship: The program is sponsored by the Arizona Department of Corrections.

Staffing Pattern: Staff includes one coordinator (vocational education teacher) and the various center-employed staff who serve as the boys' supervisors on the job.

Program Objectives: Objectives of the WAJE program are to provide on-the-job training in the various occupational areas on the grounds, provide participants with career awareness, instruction in work ethics and work habits, and to equip them with an entry level job skill upon release back to the community.

Types of Program Activities: Boys in the program provide services required by the Center. A minimal salary is paid to each student with opportunity for pay raises at one and two month intervals. Weekly evaluations are conducted by their supervisors and submitted to the coordinator who in turn submits them to the student's caseworker for treatment team review.

CORRECTIONS

Program Title: The Young Women's Company

Address: 328 E. Twelfth Street
Tucson, Arizona

Contact Person: Frances L. Conroe, M.S.
Administrator/Counselor

Target Population Characteristics: This agency provides vocational and supportive counseling, training in non-traditional skills, and job placement for women fourteen to twenty-one years of age, thirty-two percent of whom are status offenders.

Sponsorship: The agency is federally funded by the Law Enforcement Administration Agency, with additional funding from the Comprehensive Employment and Training Act (CETA) and the Pima County Juvenile Justice Collaboration.

Staffing Pattern: Six women comprise the staff of the Young Women's Company.

Program Objectives: The Young Women's Company was initiated to provide counseling, training, and placement as a diversionary program for status offenders, but now offers services to any young woman who meets the age requirement.

Types of Program Activities: In the first facet of the program, a client attends a series of six to eight vocational counseling sessions (work finding skills, assertiveness training, etc.). Clients not enrolled in a regular school program must contract to work toward their General Education Development (GED) examination. On completing the counseling series, the client can join one of the classes. Classes offered at the Company are non-traditional: landscaping, carpentry, painting and plastering, electrical wiring, and mural painting. New classes can be developed on demand. Advanced landscaping and carpentry classes contract for work in the community. Other skill classes get paid for bidded jobs through company stipend funds. Job-ready women are placed in jobs outside the Company.

Support Services: Job development, community education and placement are assisted by local industrial and labor leaders Tucson Women's Commission members, and members of other women's organizations.

DISADVANTAGED

Program Title: ABC/Teenage Parent Center

Address:
Akron School District
70 N. Broadway
Akron, Ohio 44308

Contact Person: Elizabeth Fesler, Coordinator of Special Needs

Target Population Characteristics: The program is designed to serve 200 pregnant teenage girls and unwed mothers by providing support services that allow them to receive academic and vocational instruction from 6th grade to 12th grade level.

Sponsorship: This program is operated and partially funded by the Akron Board of Education, Akron Health Department, and Family and Children's Service. Additional funds are provided by Akron Community Development Funds, United Way of Summit County, and the State Department of Social Welfare, Title XX.

Program Objectives: Objectives of the progarm are to provide the school age girl with the opportunity to continue her education during pregnancy, to facilitate her return to school following pregnancy, to reduce the drop-out rate due to pregnancy, and to offer an opportunity to continue her education after the birth of the child.

Types of Program Activities: The program is multi-disciplinary in nature, aimed at meeting the education, prevocational, vocational, health and social welfare needs of pregnant teenagers and unwed mothers. Group counseling sessions deal with the realities of pregnancy; anxieties regarding childbirth; social, family, and peer relationships; and adjustments to family and community life after pregnancy. Along with an individualized program of instruction in language, reading and computation, the girls are introduced to the world of work, skills required for jobs in business education, and home economics related skills. Girls are encouraged to develop their talents to job entry level and the curriculum at the Center provides for development of entry level skills in three areas: (1) Business and Office; (2) Child Care and Job Training; and (3) Homemaking and Consumer.

Support Services: A Child Care Center provides for infants and children while unwed mothers participate in Center curriculum and services. There is a weekly fee of approximately $35.00 for child care, with financial assistance available from the Welfare Department. All agencies listed above under "Sponsorship" provide support services. After exploring a variety of occupations (in class, field trips, resource persons), students choose three fields of interest. They receive job training (with permission of the Department of Labor) and assume training-level positions for one-to-three week periods of time, for a limited number of hours (not more than 50% of the school day).

DISADVANTAGED

Program Title: Alternative Education Programs

Address: Dayton Public Schools
348 W. First Street
Dayton, Ohio 45402

Contact Person: John Nealon, Director

Target Population Characteristics: The Dayton school district offers two Alternative Learning Centers for referred students who need help in obtaining the school credits needed to graduate, and also operates a Vocational Skills Center for referred youth aged 16 to 20. Preference for both programs is given to current high school students or drop-puts who are capable of pursuing a regular academic program and have a reasonable chance to attain graduation. Neither program is appropriate for students who have histories of disruptive behavior.

Sponsorship: These programs are operated by the Dayton School District.

Staffing Pattern: Each facility has its own staff and a low student/teacher ratio in order to use individualized and small group instructional techniques. Capacity of the Skills Center is approximately 125 students per session.

Program Objectives: The Alternative Learning Centers are designed to help participants attain the basic skills needed to succeed at their home school upon return. The Vocational Skill Center helps students to acquire a vocational skill intended to make them employable upon completion of the program.

Types of Program Activities: The Learning Centers do not offer a complete high school program. Courses are available in English usage, literature, math science and health, social studies, art, driver education, typing and physical education, Occupational Work Experience (OWE) and Occupational Work Adjustment (OWA), as well as programs in developmental reading and General Education Development (GED) preparation. Students attend half day sessions with work opportunities scheduled for the other half.

Credits are earned (½) for each sixty hours of participation. Records are maintained at the home school. The Skills Center offers courses in office education and duplicating services, furniture repair and upholstery, small engine repair, major appliance repair, auto body repair, carpentry, automotive repair, and OWE, as well as remedial instruction in math, reading, and communication skills. One-half credit is awarded for each eighty hours of participation. In both programs, students attend half day sessions with work opportunities scheduled for the other half.

DISADVANTAGED

Program Title: Alternative Program to Develop Vocational Skills

Address:
Toledo Public School
Manhattan and Elm
Toledo, Ohio 43608

Contact Person: David D. Hedgpeth, Coordinator of Special Needs

Target Population Characteristics: The program is addressed to disadvantaged adults sixteen years of age or older in the Toledo Metropolitan Area.

Sponsorship: The program is operated by the Toledo Public Schools.

Program Objectives: The program is designed to provide counseling, remedial pre-vocational academic education, high school credit classes, General Education Development (GED) preparation, entry level skills training classes, placement assistance, and follow-up support.

Types of Program Activities: Entry level skills training classes are offered in auto body, auto mechanics, building maintenance, data accounting, office services, and production welding. High school credit classes are offered in the four basic areas. Individualized classes prepare students to take and pass the GED. Placement services include training in how to find and obtain a job, information on job availability and job skill demant. Follow-up services provide on-the-job support and help.

Support Services: Support (and referral) agencies include the Bureau of Vocational Rehabilitation, Toledo Public School's Regional Pupil Personnel Centers, area school systems, the courts, The Ohio Bureau of Emploument Services, and the Welfare Office.

Evalaution: Of 383 students, 145 were placed in jobs and seventy-seven enrolled in higher education institutions.

DISADVANTAGED

Program Title: Carver Interaction Team

Address:
Department of Education
2300 N. Calvert Street
Baltimore, Maryland 21218

Contact Person: Sidney N. Geister

Target Population Characteristics: This program serves disadvantaged high school (mostly tenth grade) students by providing support services that assist them in completing vocational and technical education programs.

Sponsorship: Federal funds provide the salaries of the five professional team members and one secretary.

Staffing Pattern: Five professional staff members make up the Special Needs Team Department, each working with identified disadvantaged vocational education tenth graders and a limited number of eleventh and twelfth graders. The team also conducts in-service programs for school staff.

Program Objectives: The program has two objectives:

1. to help the disadvantaged vocational education student establish a positive attitude toward himself, his school and his peers, improve the relationship between home and school, improve school attendance, improve trade or academic achievement, and improve the selection of a trade program geared to his interests and needs; and
2. to provide staff training to identify disadvantaged students and their needs and where necessary changing the climate of the school to enable the disadvantaged students to overcome their problems and thereby remain in school and achieve.

Types of Program Activities: The Interaction Team provides the following student counseling and follow-up services:

1. self-concept strengthening
2. individual counseling
3. counseling assistance within the classroom
4. group counseling
5. family counseling
6. liason between home and school
7. utilization of community services

DISADVANTAGED

Program Title: Cooperative Occupational Education Program

Address:
Barre Regional Vocational-Technical Center
154 Ayers Street
Barre, Vermont 05641

Contact Person: Paul W. Nutter, Director

Target Population Characteristics: The program is a four level (grades nine to twelve) vocational program designed for students who display characteristics of underachievement and who have difficulty succeeding in the traditional setting. The approximately 110 students in the program are disadvantaged (except for fifteen who are handicapped).

Sponsorship: The program is sponsored by the Vermont Department of Education, Vocational-Technical Division.

Staffing Pattern: Staff includes a coordinator, four classroom teachers, one cooperative education teacher, one Comprehensive Employment and Training Act (CETA) aide (clerical and tutorial), four college interns (social services) and one youth counselor (from Youth Service Bureau).

Program Objectives: The objective of the program is to allow students to progress toward mastery of their vocational area and vocationally-oriented English, math, social studies, science, and related occupational instruction through individualized and remedial tutorial instruction.

Types of Program Activities: Students enter this elective program at their own level of achievement. They are given an opportunity to develop a positive self-concept and a practical view of the world around them. Level II students may participate in field studies, a non-paid, training experience related to the student's occupational interest. Level III and IV students are placed in a paid work situation in the community. This work training situation is supervised and evaluated by the job-site manager in cooperation with the COE coordinator. The work training phase of the program occupies approximately half the school day (minimum of fifteen hours per week) and is required of all level III and IV students not enrolled in other vocational courses.

Support Services: Additional student support is provided by the psychometrist staff of the Elkhart Area School District and the psychometry services available through special arrangements in Elkhart County.

Evaluation: Eighty-five percent of 120 students in the program are functioning successfully (success based on student ability to meet at least 80 percent of the performance objectives in the vocational program with the assistance of ancillary services from paraprofessionals).

DISADVANTAGED

Program Title: Disadvantaged Learning Lab

Address:
Washington County Vocational Technical Institute
River Road
Calais, Maine 04619

Contact Person: Peter G. Pierce, Director

Target Population Characteristics: Well over a third of the students at WCVTI (total enrollment of approximately 300) require remedial instruction in reading, math, and math/science. To meet this need, the school operates a Disadvantaged Learning Lab.

Sponsorship: The state provides funding for the Disadvantaged Learning Lab.

Program Objectives: The objective of the Learning Lab is to help each student to become proficient in basic academic skills necessary in the pursuit of his/her chosen career.

Types of Program Activities: The Lab program operates during the regular school year and is coordinated with the school's regular academic and vocational programs. The remedial programs are individualized (generally requiring fifteen to thirty weeks for completion) and include programmed study, lecture, tutoring, and counseling. Lab activities are designed to:

1. stress growth in reading comprehension
2. emphasize vocabulary development
3. provide instruction in writing skills
4. assure proficiency for all students in basic mathematics and in the basic concept of trade-related science
5. instill adequate study skills in all students

DISADVANTAGED

Program Title: Hillside Disadvantaged Pre-Vocational Project

Address:
The Independent School District of Boise City
911 Mountain Cove Road
Boise, Idaho 83702

Contact Person: Richard L. Royter, Coordinator

Target Population Characteristics: The project is designed to assist sixty to eighty eighth and ninth grade students that range in age from fourteen to seventeen. They are low achievers or anti-achievers, failing in two or more classes, typically from a home with a single parent, on welfare. Alcoholism and/or drug abuse in common with the parent or student or both.

Sponsorship: The project is funded by the State Board of Vocational Education, and the local education agency. A ten week summer program is partially funded by Comprehensive Employment and Training Act (CETA) monies.

Staffing Pattern: Staff include: director, coordinator, mechanical stills instructor, home living instructor, academic studies instructor, special resources person, home living aide, social worker, psychologist, nurse and a screening committee of eight, all with masters degrees.

Program Objectives: The objectives of the project are to keep the student in school through completion of the program, at which time he/she will be prepared to enter a vocational or academic high school program, or the job market, with at least entry-level skills. Secondly, the student will acquire acceptable personal and social behavior and responsibility, which will result in improved personal habits with peers, teachers, parents, and other social contacts.

Types of Program Activities: The program curriculum includes three core areas:

1. vocational skills (construction, basic power tools, welding, small engine repair, small appliance repair, horticulture, landscaping, and food preparation)

2. independent skills curriculum (home safety, nutrition and food preparation, laundry, sewing, consumer education, personal hygiene, family relations, and interior home maintenance)

3. academic related skills curriculum

Evaluation: Evaluation will be based on the following criteria: number successful in obtaining a GED, number who successfully complete an application to a vocational-technical school, and a comparison between a control group and program participants.

DISADVANTAGED

Program Title: Kershaw County Vocational Center

Address:
Kershaw County Vocational Center
Camden, South Carolina

Contact Person: G. G. Wooland

Target Population characteristics: This Title XX project is addressed to Aid for Dependent Children (ADC) clients whose vocational training requires support services.

Sponsorship: The vocational skill and/or academic training is funded from a combination of vocational and/or adult education funds. Title XX funds pay for the supporting services necessary for the client to participate.

Program Objectives: The objective of the project is to provide the training and services necessary for the ADC client to be or become a self-supporitng, contributing member of the community. Criteria are:

1. of sixty clients enrolled, eighty percent will complete the training program
2. fifty percent of those completing will become gainfully employed by the end of each project year.

Types of Program Activities: The following services and training are provided to the clients:

1. transporting them to the center one day per week for seven hours of training, 3:00 p.m. to 10:00 p.m.
2. provide child care services
3. two hours of life skills education
4. one hour of nutritional meal preparation skill training as determined by individual prescription contract
5. career counseling
6. remedial assistance form vocational rehabilitation, mental health and/or public health
7. job placement assistance from Job Service

Support Services: The cooperation and articulation of many community agencies support the center. These include the Department of Social Services, Mental Health, Public Health, Vocational Education, Adult Education, and Job Service.

Program Title: A Model Project for Assessing and Training Rural Workers for Urban Employment

Address:

Navarro College
Highway 31 West
Corsicana, Texas 75110

Contact Person: Ernest A. Kasprzyk, Dean of Career Education

Target Population Characteristics: This project is addressed to the recently increasing number of unemployed and underemployed farmers and rural workers seeking employment in nearby urban areas (particularly the Dallas/Fort Worth area).

Sponsorship: The project is funded by the Texas Agency and operated by Navarro College.

Staffing Pattern: Project staff consists of a director, a vocational counselor, a secretary/administrative assistant, two skills instructors, and a coping skills instructor.

Program Objectives: The objective of the project is to develop a model program of training opportunities that will provide salable occupational skills for an identified job market to rural workers migrating to an urban area.

Types of Program Activities: The college, through outreach counseling, identified sixty unemployed rural workers in its four-county service area. These workers are assessed using recognized vocational diagnostic procedures to determine their present vocational skills and their comprehensive knowledge relative to these skills. Part of this procedure is to compare the skills possessed by the worker to the skills needed by a specific employer. An educational plan is developed for each worker displaying his/her strengths and identifying weaknesses. This plan is used by the vocational instructors in an open-entry/open-exit educational program to train the individual. In addition each person in the program will be taken through a guidance and counseling phase to aid him/her in making and coping with the transition from a rural to an urban climate. As each individual successfully completes the open-ended curriculum, he/she is interviewed by a representative from the industry identified, placed in a job, and monitored for the ability to perform the tasks and cope with the urban setting.

Support Services: If the model project demonstrates success, it may be used in cooperation with Comprehensive Employment and Training Act (CETA), Job Corps, Women in Crisis, and the Texas Department of Welfare programs.

Evaluation: Success of the model project will be reflected by the on-the-job performance and stability of its participants in the urban setting.

DISADVANTAGED

Program Title: Oklahoma City Skills Center

Address: 201 N.E. 48
Oklahoma City, Oklahoma

Contact Person: John Provence, Director

Target Population Characteristics: The center serves disadvantaged adults. It is open to all clients who need a skill. Approximately half of the clients are women. It is equipped to allow them to enter any week when they need and want help to find employment. There is a tuition fee of $.50 per clock hour (typical program lasts twelve weeks); veterans qualify under State Bill 530, and all persons meeting Comprehensive Employment and Training Act (CETA) guidelines pay no tuition. Businesses may buy training for employees on a per hour basis or may arrange to have a currently enrolled trainee prepared for a specific position.

Sponsorship: The center is funded by CETA and operated by the State Department of Vocational Technical Education.

Staffing Pattern: Staffing consists of job developers (familiar with Oklahoma City business and industry demands), instructors (craftsmen who have worked in the skills they are teaching), and counselors.

Program Objectives: Objectives of the center are to:

1. assist in supplying trained personnel for skilled jobs
2. recruit unemployed clients needing training and to train them in skills that are in demand by employers

Types of Program Activities: The full-time day program (serving approximately 375 clients) operates from 8:00 a.m. to 3:00 p.m. Evening courses (serving approximately 125 clients) are available on a full or part-time basis. The classes are open-entry, open-exit and individualized to best work with the individual needs of the client. The center offers courses in machine shop, auto mechanics, welding, stenography, data entry, general office, building maintenance - heating and air conditioning, and health occupations. Trainees are graduated when it is determined that they are employable.

Support Services: Many other state agencies assist clients by providing basic and related education needs (at the center), personal assistance with transportation, child care, food stamps, housing, legal aid, etc.

The team also provides staff training by orienting faculty to identify disadvantaged students and by assisting such students through self-concept strengthening, contingency management, counselor/teacher/pupil interaction, and supportive school climate.

Evaluation: Attendance statistics show a 91 percent increase; 21 percent decrease in drop-out rate; 22 percent decrease for disciplinary removal; improvement in academic and vocational achievement not defined; improved student self-concept and relationship between home and school demonstrated; inservice workshop and fifty-seven class presentations rated excellent and effective by faculty.

DISADVANTAGED

Program Title: Pre-Vocational Educational Needs of Disadvantaged and Delinquent Youth

Address:
Labor Management Center
Institute of Human Relations
Loyola University
New Orleans, Louisiana 70118

Contact Person: Dale M. Owens

Target Populations Characteristics: The project serves a minimum of twenty-five youth, ages seventeen to eighteen, certified as being disadvantaged and delinquent. They must have non-violent criminal status, be recommended by their probation officers, indicate willingness to participate in the project, and have their parents' permission to do so.

Sponsorship: The project is funded by the Division of Vocational-Technical Education, Part C, Research and Training Funds, supported by the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), approved by the Board of Elementary and Secondary Education, State of Louisiana, and guided by the Institute of Human Relations, Labor Management Center, Loyola University.

Staffing Pattern: The project director, assistant supervisor, and link counselor screen applicants who are then provided with support services (special needs counselor) and academic and/or pre-vocational instruction and counseling to prepare them for admission to vocational-technical schools. The staff also includes an evaluator of the project.

Program Objectives: Objectives of the program are to:

1. identify the capacities and realistic vocational ambitions of the study population
2. aid their entrance into vocational-technical schools by attempting to bring them up to the level of acceptance required by the schools

Types of Program Activities: Using test results, the staff provides counseling and remedial educational aid, helps students to obtain a General Education Development (GED) certificate, exposes participants to all programs being offered in vocational-technical schools and teaches them how to take a standardized entrance exam for admission to a vocational-technical school.

Support Services: Support services are provided by the State Department of Education, the juvenile justice system authorities, and private and public agencies. The project is endorsed by AFL-CIO, Teamsters Local #270, United Auto Workers and Oil/Chemical Workers of Baton Rouge.

DISADVANTAGED

Program Title: Project EARN (Employ All Resources Now)

Address: Concord High School
Condord, New Hampshire

Contact Person: Barbara Humm, Director

Target Population Characteristics: The course is designed for sophomores (approximately fifteen in number) who have experienced difficulties in school.

Sponsorship: The project is staffed by a director who selects candidates for the program in cooperation with three guidance counselors, a vice-principal, and the director of guidance. Inservice education regarding the program is provided for the faculty.

Program Objectives: The objective of the program is to develop the students' abilities to cope with the traditional classes at Concord High School, and to enable them to enroll in a vocational or conventional program in their junior year.

Types of Program Activities: The curriculum has five major components: English, social sutdies, vocational exploration, personal counseling, and physical education. Semester credits are awarded as follows: English ½, social studies ½, vocational seminar ½, physical education 1/6. Optional credits include job experience and project ½. The program provides a small class with intensive individual attention from an instructor who is also a counselor. There is an emphasis on learning through experiential education and improving in personal awareness as well as in academic and vocational skills.

DISADVANTAGED

Program Title: Project PLACE

Address:
Dayton Public School
348 W. First Street
Dayton, Ohio

Contact Person: Kenneth Rhoads, Coordinator

Target Population Characteristics: The project attempts to obtain full-time employment for students who can be categorized as economically, socially, or academically disadvantaged and in need of job placement assistance.

Sponsorship: The Dayton Public Schools fund Project PLACE with Vocational Education Special Needs monies.

Staffing Patterns: The project operates within the School Counseling and Guidance Services Division. In cooperation with the staff of that division (director, high school principals, counselors, and teachers) and the special needs supervisor, Project PLACE is staffed by a coordinator, three job placement specialists and a secretary.

Program Objectives: The objective is to provide placement assistance to obtain full-time employment for 60 percent of graduating seniors from five high schools who can be categroized as disadvantaged, for 60 percent of unemployed previous graduates or dropouts from eight high schools who apply for Project PLACE services, and to provide employability sessions for about 4,000 enrollees and students in project schools.

Types of Program Activities: The three most important activities of the project are the responsibility of the job placement specialists. They are as follows:

1. job discovery
2. job referral
3. employability services

which are sessions designed to assist enrollees in job application procedures and mechanics, self-evaluation and analysis, and in attitudinal changes essential to obtaining and holding a job. Another important activity is assisting employers to meet their employment needs with appropriate referrals. More than 500 employer contacts have been made.

Evaluation: The Center has trained over 12,000 adults since 1967. Approximately 10,000 of these were in skill areas including full services. Seventy-one hundred have completed their training objectives and 5,512 have been placed on unsubsidized jobs. This is an overall 77.6 percent placement of completion. Others were trained for other agencies that handled their own job placement.

Support Services: Metropolitan Dayton Education Cooperative Association (MDECA) assists the program through two computer systems:

1. the Job Placement System
2. the Ohio Career Information System (developed by the Ohio Bureau of Employment Services through a Department of Labor Grant).

DISADVANTAGED

Program Title: Project VEET (Vocational, Exploration, Experience, and Training)

Address:
Wright Patterson Air Force Base
2750th ABW & Aeronautical Systems Division
Dayton, Ohio 45433

Contact Person: Alberta M. Minor, Coordinator

Target Population Characteristics: The program is addressed to alienated and disadvantaged youth, sixteen to twenty-one years of age. More than 1500 students participate each year.

Sponsorship: The project is sponsored by the Division of Special Needs of the State Department of Vocational Education, the Dayton Board of Education, and Wright Patterson Air Force Base. (Annual budget: federal share, $131,383.11; local share, $23,185.25).

Staffing Pattern: Staff consists of a coordinator, a job development and placement supervisor, instructors and counselors at Wright Patterson and supervisors with expertise in their respective areas who work closely with the youth assigned to them in a unique one-to-one training situation.

Program Objectives: The major objective of the project is to provide alienated and disadvantaged youth with an opportunity to obtain employability skills and job experience which will permit them to become gainfully and satisfactorily employed.

Types of Program Activities: After exploration, assessment of abilities, attitudes and interests, students select three tentative career goals. A job training plan is developed and students are placed in jobs related to their training areas. They are paid $2.30 per hour and can work no more than sixteen hour per week during the school year (except for Christmas and spring vacation periods). VEET offers instruction and training agriculture, child care, business and office education, general office clerk, typing and related occupations, trades and industrial education, automobile service, building maintenance, carpenters helper, commerical art occupations, dental assistant, electrician, drafting occupations, laundry worker, machine tool operation, masonry, medical laboratory assisting, painting and decorating, and plumbing and pipe fitting.

Support Services: Support services are provided by Wright Patterson Air Force Base, its Aeronautical Systems Division, the city of Dayton Youth and Manpower Division, the Ohio Bureau of Employment Services, the Montgomery County Welfare Department, and Delco Moranie Division of General Motors and Dayton area labor unions.

DISADVANTAGED

Program Title: Remedial Adult Vocational Education Program

Address:
Yuma Union High School District
3150 Avenue A
Yuma, Arizona 85364

Contact Person: Don E. Combrink

Target Population Characteristics: This program is operated in conjunction with the district's Evening Completion School. It is addressed to marginal high school juniors and seniors needing make-up work, drop-outs, adults who failed or who are not ready for the General Education Development (GED) preparation program, and persons over twenty-one who lack only one or two credits to graduate. Persons limited on theirs jobs because of English, math and/or other deficiencies can also benefit from the remedial program. The program is geared to the educationally disadvantaged, drop-outs, and low income groups.

Sponsorships: The program is funded by monies from the Comprehensive Employment Training Act (CETA), the state and the school district.

Staffing Pattern: Small classes and support services require a large staff which includes a director, principal, counselors, a test evaluator, teachers, teacher evaluators, district staff, a coordinator, a vocational education specialist, a registrar, and clerical personnel.

Program Objectives: Objectives of the program are as follows:

1. to provide evening hour alternative classes for disadvantaged students who cannot succeed in normal vocational programs, with individualized assistance in acquiring knowledge, skill and attitudes necessary for entry level employment
2. to offer training for job skills necessary in making advances on the job and for finding employment

Types of Program Activities: classes are offered quarterly, and each class totals 120+ hours of instruction per year (30+ hours per quarter). Individualized instruction is used whenever possible. Content varies from sixth grade to twelfth grade levels. Classes provide non-credit open-entry and open-exit opportunity, but may also be taken for high school credit when persons attend the total session.

Support Services: Referrals are made from Welfare, Juvenile and Adult Probation Office, Jobs for Progress, Ex-Offenders Program, Department of Economic Security, and district high school counseling offices.

DISADVANTAGED

Program Title: Rural Student Vocational Program

Address:
Career & Vocational Education
Department of Education
Purch F - ASOB
Juneau, Alaska 99811

Contact Person: Marion Taylor, Coordinator of Region V

Target Population Characteristics: The program is addressed to junior and senior high school students from the outlying schools of Alaska, who are considered geographically disadvantaged. Special Education students also participate in the program. They travel to one of host school districts in Anchorage, Fairbanks and Juneau to work in govermental agencies and private industries as a furthernace of their vocational training.

Sponsorship: Funding ($672,891) in 1979 was provided in nearly equal shares by state and federal monies. The proposed budget estimate for 1980 is local, 11 percent; state, 86 percent; and federal, 4 percent.

Staffing Pattern: A state chairman coordinates the five regions. East region has a regional coordinator who develops and supervises the cooperating work stations, work station supervisors who supervise students, and a housing coordinator responsible for room and board requirements of the students.

Program Objectives: Objectives of the program are: (1) to provide needed contacts with potential employers; (2) to assist in exploring the world of work in making job choices; (3) to supplement job experiences with related technical information; (4) to develop economic competency for self-supporing citizenship; (5) to utilize business and industry for special training; and (6) to supply employers with future manpower needs.

Types of Program Activities: Students participate in a two-week work experience of full-time employment within the cooperating offices. They work in the areas of business, agriculture, distributive education, occupational home economics, health and trades, and industry. Each participant receives a stipend of $100.00 for the two-week session and is furnished with round trip transportation and room and board. While in Anchorage, Fairbanks, or Juneau, students stay either with housing families recruited by the coordinator, or with friends or relatives. Room and board is paid to all housing parents requesting it at the rate of ten dollars per day.

Support Services: The program is dependent on wide community support from industry and agencies.

Evaluation: The following statistics of a 1978 evaluation indicate the success of the program: 99 percent of local teachers and administrators thought the program should be continued; 96 percent of boarding home parents and 99 percent of work station supervisors thought the program should be continued (17 percent of supervisors advised more student preparation for participation); 97 percent of current students praised the program; 87 percent (10 percent didn't answer) of students from the prior year said the program had helped them - of those responding, 53 percent were employed and 33 percent in post-secondary training.

DISADVANTAGED

Program Title: Russellville Area Vocational Career Center

Address: P.O. Box 928
Russellville, Arhansas 72801

Contact Person: Bill F. Lewis, Director

Target Population Characteristics: The center serves nine school districts. All courses are designed for regular students. Disadvantaged students are assisted throughout the program by vocational paraprofessionals.

Sponsorship: The center's operational budget is funded from state-federal vocational money in addition to local tax revenues from each participating school district.

Program Objectives: The objective of the center is to provide vocational skill training in auto mechanics, drafting, electronics, horticulture, machine trades, and metal fabrication to students desiring such education.

Types of Program Activities: Paraprofessionals work with individual students who are having problems. These problems may be in any area relating to the sourse of study, reading, math, attitude, lack of general vocational understanding, etc. The paraprofessional works under the supervision of the instructor and follows his instructions completely. The paraprofessional spends about as much time working with students in the shop area as in the classroom. Flexibility is vital to the success of the paraprofessional program.

DISADVANTAGED

Program Title: THOR (The Other Road)

Address:
Paradise Valley Schools
Phoenix, Arizona 85032

Contact Person: Roy Gillaspy

Target Population Characteristics: THOR is an alternative high school designed to provide a specialized educational environment for students who, because of behavior problems (e.g., discipline, attendance, disinterest) have been unable to adjust to and find success within the environment of the public high school. Students who have demonstrated through an established behavior pattern that they are high-risk candidates for explusion or dropout are also included.

Sponsorship: there are several alternative high schools in Arizona, of which THOR is typical. THOR is sponsored by the Paradise Valley Unified District. Other alternative high schools are operated by the Phoenix Union High School System (Phoenix, Arizona); and the Glendate Union High School district (Glendale, Arizona) which operates a night school and a summer school in Phoenix as facilities separate from the alternative school campus.

Staffing Pattern: No class at THOR has more than twelve students. Each referral accepted by THOR is given a staffing evaluation that includes a high school administrator, high school counseling staff, a district psychologist, THOR staff, the student and his/her parents.

Program Objectives: The objective of the alternative school is to accept students with behavior problems and assist in effecting a positive change in both their attitudes and behavior and work toward getting them reestablished within the regular high school program or guide them toward some alternative meaningful vocational training program.

Types of Program Activities: The school has a student/teacher ratio of eight to one. The school adapts to the needs of the student. Credit for completed work is earned on a continuous basis. This provides an open-entry/open-exit situation, in that the student receives credit for completion of each ½ credit of work, when such unit is completed. A pre-test is given in all areas to determine where a student will begin working. The student continues to work in that course until he/she has successfully completed it. Only after successful completion are grade report cards issued, and the student's credit grade recorded at the student's home high school. Return to the home high school is based on academic success, behavior, and attendance.

DISADVANTAGED

Program Title: Vocational Diagnostic Center

Address: Yuma Union High School District
3150 Avenue A
Yuma, Arizona 85364

Contact Person: Don E. Combrink

Target Population Characteristics: The Center provides guidance, counseling and placement services to disadvantaged secondary students and adults.

Sponsorship: The project is coordinated with the Comprehensive Employment and Training Act (CETA) programs and other programs supported by state and local funds. In addition to high school students, it serves clients from Arizona Western College, Division of Vocational Rehabilitation, Migrant Opportunity Program, Department of Economic Security (CETA), Work Opportunity, Responsibility, and Confidence (WORC) Center, Quechan Indian Action Program, School District #1, Adult Evening Completion School, and the Licensed Practical Nurse Program.

Staffing Pattern: The program is staffed by a superintendent, vocational education specialists, special services staff, high school counselors, and staff from participating schools and agencies.

Program Objectives: Objective of the program is to provide assessment data for the disadvantaged, using a work sample evaluation method which will enhance individual self-concept, educational planning, and job placement.

Types of Program Activities: Scheduling of individuals in the program is the responsibility of the Evaluator. Upon completion of diagnostic sessions, the Evaluator furnishes assessment data to the referring organization. The referring organization, in turn, provides the individuals with a prescriptive educational program which may include an academic course of study, technical school, apprenticeship, or employment in an appropriate career field.

Support Services: Besides support provided by the agencies listed above under "Sponsorship," the school district operates 5 CETA funded programs for both disadvantaged students and adults, and maintains close coordination and communication with other agencies and programs, e.g., The Manpower Planning Council.

Evaluation: An on-going evaluation component is written into the objectives and activities of the program. Student records, personal achievement and data used in the programs are available for inspection in the Director's office, along with records of attendance, grade sheets, and enrollment data.

DISADVANTAGED

Program Title: Vocational Education program for Disadvantaged Students

Address:
Elkhart Community Schools
Educational Services Center
2720 California Road
Elkhart, Indiana 46514

Contact Person: James H. Broadbent, Director of Vocational and Continuing Education

Target Population Characteristics: The progarm serves approximately 120 disadvantaged students at the Elkhart Area Career Center by specifying individual programs and providing support services then enable them to be mainstreamed into regular vocational programs.

Sponsorship: The program is funded by state monies.

Staffing Pattern: Center teachers are trained by the Indiana University Center for Special Needs Inservicing and use self modifying techniques and contracting techniques to maximum advantage. They spend approximately one-fifth of their time in direct planning with the center's technical aides and counselors to implement the special designs for the special needs students.

Program Objectives: Objectives of the program are: (1) to create for each students a personal and realistic occupational goal; (2) to provide seven regular vocational education programs; (3) to provide ancillary services from paraprofessionals to achieve the student's job entry occupational skills; (4) to provide counseling, guidance and placement services; and (5) to reduce the number of potential drop-outs.

Types of Program Activities: a Special Needs Instructional Plan, Individually developed for each student, is the main instrument upon which his/her vocational education and training is based and organized. Twenty-eight vocational approved programs in seven areas (specific family occupations, agriculture, distributive education, heath occupations, occupational home economics, office occupations, and trade and industrial occupations) are provided at the center. Students attend three hour blocks, five days a week. The area teacher and teacher aide are responsible for the supervision of the student in each area. The coordinator and courselor provide help through individual or group counseling.

DISADVANTAGED/HANDICAPPED

Program Title: Comprehensive Program of Occupational Education and Job Readiness Preparation

Address:
Board of Cooperative Educational Services of
Nassau County
Salisbury Center
Valentines Road and The Plain Road
Westbury, New York 11590

Contact Person: Aaron Schaefer, Executive Administrator

Target Population Characteristics: Seven on-going programs serve a variety of special needs persons including hearing impaired secondary level students, disadvantaged students ages fourteen and older, and multiply handicapped youth and adults.

Sponsorship: The program is sponsored through state vocational education funds.

Staffing Pattern: Staffs of the special needs programs comprise special needs counselors, teacher aides, work experience placement coordinators, an occupational learning disabilities resource instructor, technical support persons, teachers and coordinators.

Program Objectives: Objectives of the special needs program include to:

1. provide the best occupational educational opportunity for those often screened out or rejected in regular programs of occupational education, leading to independent career employment.
2. provide occupational exploratory experiences and work-study arrangements.
3. provide supervised on-the-job occupational instruction.
4. help participants gain insight into income utilization and home management consumer buying; to make them aware of basic nutrition; to help them gain self-esteem and improved self-image by offering opportunities in which they can succeed and grow.

DISADVANTAGED/HANDICAPPED

Program Title: The Kent Skills Center Vocational Education Program for Persons with Special Needs

Address:
Kent Skills Center
1655 E. Baltine N.E.
Grand Rapids, Michigan 49505

Contact Person: Maurice M. Gillander, Director of Student Services

Target Population Characteristics: The program serves 330 special need students, fifty handicapped and 280 disadvantaged. These are students who have been identified from among the students enrolled in the twenty school districts within the Kent Intermediate School District (thirty-two public and non-public high schools). The students have been identified as either disadvantaged or handicapped by the criteria selection presented in the Guidelines for Persons with Special Needs. The basic criterion is inability to succeed in the regular vocational program without special assistance or service.

Sponsorship: Seventy percent of the funds come from the Department of Education and thirty percent from the Kent Intermediate School District Board of Education.

Staffing Pattern: The staff consists of one director, one secretary, two counselors, thirteen lab assistants and one special teacher for the Vocational Education Exploratory Program, which is addressed to potential drop-outs.

Program Objectives: Objectives of the program are to:

1. identify students in each skills area who may need supportive help to complete programs.
2. provide supportive instructional help to students identified as special needs students in as many skill areas as possible.
3. provide individual counseling service for students identified as special needs students.
4. utilize community resources to supplement services provided by the special needs project
5. retain identified special needs students in skill areas.
6. provide placement and follow-up services for all identified special needs students.

Types of Program Activities: Special education students receive pre-vocational training at the Skills Center during the summer school program and are evaluated thereafter to determine if programming into regular Skills Center classes is feasible. The students are then enrolled in the existing vocational instructional program on an integrated basis with non-special needs students. Supportive instruction is provided in as many skill areas as possible to enable the students to better achieve the maximum level of proficiency in the skill area to become more employable. Lab assistants provide small group and individual assistance as directed by the skills area instructors. Counselors provide vocational and personal counseling. Tutors (students from Calvin College) provide assistance with reading and math skills for students who indicate deficiencies in these areas and who request this service. Courses include instruction in such things as welding, upholstery, retailing and marketing, machine metals, and landscape gardening.

Evaluation: Program evaluations are done by the regular instructional staff.

DISADVANTAGED/HANDICAPPED

Program Title: Learning Lab for Handicapped and Disadvantaged Students

Address:
Florence Area Vocational Center
126 E. Home Springs Road
Florence, South Carolina 29501

Contact Person: Paulette Flood, Coordinator

Target Population Characteristics: This program serves disadvantaged and handicapped students who have been mainstreamed into regular vocational classes.

Sponsorship: The program is sponsored federally through vocational education funds which are matched locally.

Types of Program Activities: Services are provided to these students as individual needs are assessed. Teachers trained to work with low-level students are available to work with handicapped and disadvantaged students concerning any problems which arise pertaining to the vocational course in which they are enrolled. These teachers work with instructors of regular vocational courses to determine each student's problem. They in turn, work together to help the student alleviate the problem to the greatest extent possible.

Support Services: Additional services are provided and coordinated for each student in the feeder schools through the vocational coordinator for the disadvantaged and handicapped.

Types of Program Activities: Many varied activities and experiences are provided in the special needs programs; hands-on experiences in selected occupational areas such as auto mechanics, food services, office practices and animal care; field trips to business and industrial areas; occupational laboratories which include occupational assessment, counseling, remedial and individualized self-paced instruction systems; paid work-study; supervised employment and training in industry; industry based individualized on-the-job occupational education; and consumer homemaking.

Support Services: Support services are provided by the Salvation Army, senior citizen centers, Nassau County Mental Health Clinic, Planned Parenthood education programs, college students, Neighborhood Youth Camps, Public Work Projects, industry, and community social services.

DISADVANTAGED/HANDICAPPED

Program Title: Project "ICOPE" (Integrated Curriculum for Occupational Preparation and Employment)

Address:
The Northwest Missouri Area Vocational Technical School (NWMAVTS)
1515 S. Munn
Moryville, Missouri 64468

Contact Person: Robert Wilson

Target Population Characteristics: Participants are those secondary (ten-twelve) disadvantaged and handicapped students enrolled in the Northwest Missouri school districts served by the Northwest Missouri Area Vocational Technical School.

Sponsorship: The project is funded by the Disadvantaged and Handicapped Section, Missouri State Department of Education.

Staffing Pattern: The "ICOPE" staff is composed of the following full-time people: one coordinator, two teachers, one director, and one secretary.

Program Objectives: The general goal is to assist secondary disadvantaged and handicapped students prepare for and enter into an occupation which is commensurate with their interest, aptitude, and ability.

Types of Program Activites: Project "ICOPE" provides vocational assessment, supportive services, personalized instruction and job placement. Students are referred by counselors and/or administrators and are reviewed by "ICOPE" vocational couselors and staff. Notification of placement are sent to home schools.

The job related curriculum is designed to present activities which will develop and strengthen working skills and good work attitudes to the maximum potential of each student.

In the classroom, in addition to group discussions, individual stations are used to present job-oriented materials. Reinforcement of the basic work habits and the strengthening of acceptable behavior necessary for success in the world of work is provided. Instruction is presented through books, tapes, films, filmstrips, records, slides, highlighted textbooks and through individualized student packets. The student according to his need, interest and ability will be scheduled into the following areas during the senior high years:

1. vocational assessment
2. personalized instruction
    (a) computational
    (b) communicational
3. occupational skill assessment
4. occupational skill
5. job readiness and job seeking
6. job survival
7. on-the-job training
8. employment

Evaluation: On or before July 1 of each calendar year the director will submit the measurable program objectives of the program to the Disadvantaged and Handicapped Section of the Missouri Department of Elementary and Secondary Education.

DISADVANTAGED/HANDICAPPED

Program Title: Sauk Area Career Center (SACC)

Address:
Sauk Area Career Center
138th & Crawford
Chestwood, Illinois
P.O. Robbins, Illinois 60472

Contact Person: Carolyn Stutrud, Project Director

Target Population Characterisitics: The Sauk Area Career Center offers comprehensive vocational evaluation/career exploration activities for disadvantaged and handicapped students from high schools in several participating districts.

Sponsorship: The Special Needs programs are funded through the cooperative efforts of the Illinois Office of Education, Division of Adult, Vocational, and Technical Education and the local school districts participating in the joint agreement of SACC (218, 228, and 227).

Staffing Pattern: The SACC is comprised of a director, assistant director, vocational and special needs personnel, home-school personnel (counselors, special education teachers, etc.), advisory council members, and guidance and counseling personnel.

Program Objectives: One of the goals of the SACC is to aid students in the development of the pre-employment skills necessary to successfully function in the competitive job market. The SACC main objective in the carpentry program is to provide "job entry skills at the pre-apprentice level".

Types of Program Activities: When possible, students are identified at the time of enrollment prior to the start of classes at SACC. A procedure has been developed cooperatively between counselors assisgned to SACC from the participating districts and some school counselors. Home school counselors are given a revised list of identification codes to use in indicating a handicapping condition or disadvantagement. The home school personnel can thus indicate to SACC handicapped and disadvantaged staff which supportive services students are

are likely to need. The pre-identification system makes it possible to estimate the number of special needs students enrolled in each program organizing special needs team services. Programs offered are: carpentry and pre-employment activities.

Evaluation: A "sample" was taken of student progress in sessions with special needs team teachers for one month in each program. Each teacher sets the criteria for performance rating of each student's work. Criterion was increased or revised downward when appropriate.

DISADVANTAGED/HANDICAPPED

Program Title: Special Education Program

Address:
Lamoille Union High School
Hyde Park, Vermont 95655

Contact Person: Mary Strathairn, Coordinator

Target Population Characteristics: The program consists of sixty Trainable Mentally Retarded (TMR) and Educable Mentally Retarded (EMR) students. A few students are physically handicapped, emotionally disturbed or learning disabled and many are culturally diverse.

Sponsorship: The program is federally funded through the State Department of Education and is directly supervised by a state consultant. Financial support for supplemental services is also received from Title I, 89-313.

Program Objectives: The basic goals of the program are to increase self-pride and to make the students as independent as possible in the non-handicapped world.

Types of Program Activities: The academic program is based on the basic competencies established by the Vermont State Department of Education. Functional reading and mathematics are stressed following assessment and evaluation to determine what the student already knows and the student's modality of learning. Those academic skills necessary in home economics and shop as well as those needed in the pre-vocational area are discussed in staff meetings. An Individualized Education Plan is written by the team in conjunction with parents.

In the pre-vocational program, students are assessed and evaluated on standardized tests to determine ability and need. The student is pre-tested on every task analyzed and skills are sequenced. Training is begun on that skill in which the student needs help. The pre-vocational program is also part of the home economics and shop classes, where such training leads to involvement in the regular pre-vocational classes when the student is fifteen years old. The on-the-job aid helps to place students in jobs in the community.

Support Services: The program receives support services from Lamoille County Mental Health, the school nurse, and a speech pathologist. Local social services are available if needed and Vocational Rehabilitation is used for those students who qualify.

DISADVANTAGED/HANDICAPPED

Program Title: Special Needs Program

Address:
Calhoun Area Vocational Center
475 E. Roosevelt Avenue
Battle Creek, Michigan 49017

Contact Person: J. Patrick Egan, Director

Target Population Characteristics: Students are selected in accordance with the basic criterion specified in the 1968 Admendments to the Vocational Act of 1963 and the Disadvantaged and Handicapped Preparatory Program and/or Cooperative Education Program (Part G) guidelines as published by the Vocational-Technical Education Service, Michigan Department of Education, October, 1974, which reads, "Basic criterion for the identification of a person for participating in a vocational education program for disadvantaged or handicapped persons is inability to succeed in the regular program without special assistance or service."

Sponsorship: The program is federally funded through the Michigan State Department of Education.

Staffing Pattern: Staff includes seventy-four regular instructional staff and paraprofessional aides, ten special needs staff and ten administrative staff.

Program Objectives: The goal of programming for disadvantaged and handicapped students is to ensure that they receive educational opportunities that will enable them to obtain occupational skills and to develop abilities and interests to the maximum degree within their capabilities.

Types of Program Activities: The program is best described by viewing the disadvantaged/handicapped students in regular occupational preparatory programs supported by a variety of ancillary services delivered by a multi-staffed support team. The effort is a highly individualized one which gives primary attention to making modifications in the particular curriculum to meet specific needs. The most prominent feature of the curriculum model is that it encouraged program adjustments rather than requiring the individual to do all the adjusting to preconceived program instructional requirements. The program includes the folling components:

1. pre-vocational evaluation and counseling
2. communication, computational and quantitative skills
3. occupational exploration and civic responsibility
4. job entry training
5. job placement and follow-up

Work study and/or cooperative education programs operated as part of the regular vocational program are also made available.

Support Activities: Liaison activities exist with community work training programs, special educaton staff at feeder schools, consultants and Vocational Rehabilitation Services.

Evaluation: Evaluation is a continuous process. Its purpose is to gather information upon which to make programming decisions. The primary focus is to determine to what extent objectives are being achieved. Evaluation is made by those involved in the program. This includes administrative, instructional and counseling staff, business and industry representatives, students and parents. Implementation of evaluation activities is carried out by staff on a day-to-day basis. In addition, the Program Advisory Committee participates.

DISADVANTAGED/HANDICAPPED

Program Title: Special Services for Vocational Disadvantaged and Handicapped Students

Address: Kennett High School
Conway, New Hampshire 03818

Contact Person: Henry T. Raymond, Vocational Director

Target Population Characteristics: Participants are disadvantaged students enrolled in the secondary vocational education program at Kennett High School who have been defined by either the vocational, guidance, or special education staff as having academic failure and/or behavior problems. Students additionally may have a history of failure or are in need of tutorial assistance or have been previously diagnosed as learning disabled. The overall target population is defined in accordance with Public Law 94-482 and includes both males and females between the ages of sixteen and twenty-one.

Sponsorship: Federal and state monies are used to fund these programs.

Program Objectives: The goal of Special Services at Kennett is to help the disadvantaged and handicapped students, as defined in PL. 94-482 and who are enrolled in Vocational Education classes become successful, self-confident, and self-reliant. Successful in this case means accomplishment of individual vocational, educational and employment objectives. The Diversified Rural Trade Skill and Employability Training Program is aimed at providing a flexible enough alternative secondary vocational training program to allow disadvantaged youth who have dropped out of school to develop vocational skills and allow those activities to count as credit toward a high school diploma.

Types of Program Activities: The special needs staff coordinates identification of special needs students in vocational classes and also coordinate assessment of these students. Based on individual assessments, the vocational prescriptive teacher develops individualized vocational plans for each special needs student. Special Services also coordinate instructional programs, provide for the use of the resource room to help students supplement vocational skill acquisition, and coordinate the evaluation of the special needs services to determine the effectiveness of the student's activities.

There are four types of instructional special needs training plans for the students:

1. participation in vocational education as a full-time student
2. participation in vocational education as a full-time student with additional resource center activities
3. participation in a "special" section of vocational instruction
4. participation in a non-traditional training program built around an occupational objective.

(This plan is used to achieve positive modified behavior through work experience and is called the Diversified Occupations/Employability Orientation Program.) The Diversified Rural Trade Skill and Employability Training Program is an example of a non-traditional training program.

Support Services: Supportive services include: transitional skill building activities; use of audio-visual aids in class, resource speakers, biographical reading, and field trips, parental contacts maintained through social workers, counselors, and specialists, employer contacts, interviews, and general guidance services through counselors and social workers.

Evaluation: Program evaluation is conducted by the pupil evaluation and placement team, classroom teachers, parents and the Vocational Director.

DISADVANTAGED/HANDICAPPED

Program Title: Specific Skills Training Program (SSTP)

Address:
Board of Cooperative Educational Services
Gibson Road
Goshen, New York 10924

Contact Person: William Calabrese, Director of Occupational Education

Target Population Characteristics: Participants are students sixteen years or older with special needs requiring personal attention to a greater degree than available in the other Occupational Education Programs. A criterion to be used is ability to be prepared for employment at the minimum wage.

Sponsorship: The program is sponsored through vocational education funds.

Program Objectives: The major objective of the program is to provide the student with an opportunity for placement in an entry level position or transfer to another educational program.

Types of Program Activities: This program provides training in specific skills necessary for placement in the building trades, hotel-motel, hospital, food, and basic mechanical occupations. Occupational experiences are given at a slower pace than in other occupational programs. Examples of course content are routine personal care, sanitation and safety, housekeeping, serving meals, cooking and baking, basic carpentry, and job survival skills.

DISADVANTAGED/HANDICAPPED

Program Title: Student Service Programs for Disadvantaged and Handicapped Adults

Address:
Metropolition Technical Community College
P.O. Box 37210
Omaha, Nebraska 68137

Contact Person: Darrell Vandermeulen, Dean of Student Services

Target Population Characteristics: Participants are those persons defined as disadvantaged and handicapped by the Nebraska State Plan for Vocational Education, Part I, 3.12, and the Rehabilitation Act of 1973.

Sponsorship: The program is funded under the Special Vocational Needs Section of the Nebraska State Department of Education for the Disadvantaged and/or Handicapped under Section 102(a) of the Vocational Education Amendments of 1976.

Staffing Pattern: One full-time Career Awareness Laboratory Group Leader who is knowledgeable of career development and group processes, and one half-time clerk staff the Career Awareness Laboratory. A counselor and one and one-half evaluators staff the Vocational Exploration and Assessment Laboratory. Three counselors and four full-time interpreters staff the Hearing Impaired Program.

Program Objectives: Objectives of the program are to:

1. identify disadvantaged/handicapped individuals.
2. determine the aptitudes, interests, level of academic readiness.
3. assist these individuals to select an appropriate vocational area through career exploration, assessment and decision-making training.
4. recommend, provide and coordinate on-going prescriptive and supportive services commensurate with the individual's particular needs.
5. coordinate enrollment in developmental courses for individuals requiring additional skills in communication, computational and quantitative areas in order to enable them to succeed in

occupational programs.
6. assist in curricular modification, equipment adaptation or provision of supplementary equipment and services, as required to meet individual needs.

Types of Program Activities: There are three primary components in the program which may be used independently or integrated together to provide a combination of services tailored to individual needs. The Career Awareness Laboratory is designed to assist the individual in systematic identification and exploration of factors influencing career choice with the goal of developing logical and understandable decision-making skills. The Vocational Exploration and Assessment Laboratory seeks to supplement the career decision-making process by providing counseling, testing and/or work sampling. The Hearing Impaired Program seeks to provide a broad range of unique services to the hearing impaired. Counselors trained in working with the deaf help to broaden the individual's awareness of a number of occupational alternatives.

Support Services: Continued articulation with the local secondary schools seeks to assist students who may be disadvantaged and handicapped to identify appropriate vocational goals. Liaison relationships with other appropriate community and state agencies also aids the transition of these students into appropriate vocational training programs concurrent with provision of the supportive services essential to their success.

DISADVANTAGED/HANDICAPPED

Program Title: Tulsa County Area Vocational-Technical School

Address: 3420 S. Memorial Drive
Tulsa, Oklahoma 74145

Contact Person: Joe W. Lemley, Superintendent

Target Population Characteristics: Participants in the various programs designed for special needs persons include handicapped students and economically disadvantaged students as defined by the Tulsa Area Manpower Authority using the U.S. Department of Labor guidelines. Recruitment is done by the Tulsa County Vocational-Technical School in cooperation with school administrators, counselors and the Tulsa Area Manpower Authority Youth Program.

Sponsorship: Programs are funded by the State Department of Vocational-Technical Education and the Tulsa Area Manpower Authority.

Staffing Pattern: The occupational services cluster of programs is staffed by three certified instructors, three instructor aides, and one on-the-job training and placement coordinator, one diagnostician, one reading specialist, one math specialist, one media specialist and one secretary. The Summer Career Exploration Program is held at the Vocational-Technical School and the regular eighty member staff conducts this program.

Program Objectives: The objective of the occupational services cluster program is to provide skill training to eleventh and twelfth year handicapped students in the occupational services that will enable them to compete in an extremely competitive job market. Students may, after achieving a satisfactory level of skill development, be placed in a cooperative on-the-job training program.

The objective of the Learning Laboratory, a three dimensional learning laboratory, is to aid students who have learning disabilities and/or are educationally handicapped, to assist them in further development of mathmatical and reading skills.

The purpose of the Summer Career Exploration program is to familiarize ninth and tenth grade economically disadvantaged students with occupational opportunities and to benefit youth in acquiring attitudes and knowledge which will help them to compete successfully in the labor market.

Types of Program Activities: The activities and services of the Summer Career Exploration Program include:

1. career orientation to different occupations
2. counseling
3. how to get and hold a job
4. exploration of four different vocational skills and related jobs
5. transportation to and from the Vocational-Technical School

The occupational services program for the handicapped will provide experiences in: motel, hotel, hospital and residential services; lawn and shrubbery management, lawn and shrubbery equipment maintenance; and custodial services and building maintenance. These activities will prepare the students for entry level employment in the job market. A placement coordinator works with students to help them gain and retain employment.

The Learning Laboratory has three dimensions: diagnostic, prescriptive, and remedial. The diagnostic component determines the extent of deficiency that students have in the concepts of math reading. The Prescriptive Component prescribes the means for correcting the diagnosed deficiency. The Remedial Component is then used for processing the student through the prescribed corrective activities designed to maximize the student's opportunity for success in the training program of his or her choice.

GIFTED AND TALENTED

Program Title: California Mentally Gifted Minor Program

Address:
Federal Mentally Gifted Minors
Teaching Improvement Project
721 Capitol Mall
Sacramento, California 95814

Contact Person: Paul D. Plowman, Director

Target Population Characteristics: The mentally Gifted Minor Program in California is designed for students in grades K-12 who are in the upper two percent of general mental ability. California first became involved in programs for the gifted in 1961 when legislation was passed defining a mentally gifted minor. A mentally gifted minor is defined as "a minor enrolled in a public primary or secondary school who demonstrates such general intellectual capacity as to place him or her within the top 2 percent of all students having achieved his or her grade level throughout the state."

Sponsorship: The program is sponsored by the California State Department of Education. The program is administered by the Gifted and Talented Education Management Team and is part of the California Gifted Child Program. A total of 341 school districts have state-approved mentally gifted minor programs. District programs must obtain approval from the Superintendent of Public Instruction to be eligible for state funds. Applications for program approval must include written administrative and learner objectives.

Staffing Pattern: Two consultants and a program manager provide statewide assistance in the areas of program development, monitoring, and evaluation. Teachers and counselors conduct the program on the local level.

Program Objectives: The gifted programs in California were designed to enhance the developement of maximum potential of gifted and talented students. The goals are designed to:

1. provide differentiated opportunities for learning commensurate with the gifted individual's particular abilities and talents

2. provide alternative learning environments in which gifted individuals can acquire the skills and understanding at advanced idealogical and creative levels commensurate with their potentials
3. help the gifted develop a sensitivity and responsibility to others
4. develop a commitment in gifted individuals to constructive ethical standards
5. assist the gifted to develop self-generating problem-solving abilities to expand each person's awareness of choices for satisfying contributions in his or her environment.

Types of Program Activities: Pupils are identified as gifted through the use of a case study analysis and professional review of the students' general intellectual and scholastic capacity. A committee comprised of a teacher, the school psychologist, and the school principal recommends whether or not a pupil will be identified as gifted. The committee's recommendation for admittance is verified by one of the three following ways:

1. a student score at or above the 98th percentile on an individual intelligence test administered by a licensed school psychologist
2. a pupil (grades seven through twelve only) score at or above 98th percentile on a standard group test of mental ability and standardized group test of achievement
3. a pupil recommendation by the school psychologist, teacher, and school administrator when test results are not the only means for selection and student potential has been shown in other ways.

Alternative criteria may be considered for the admittance of educationally or economically disadvantaged pupils. The student would then be admitted for placement in the program after all members of the identification committee agree that the student has the potential for achieving at the upper 2 percent level.

An individualized program is designed to develop the full potential of each student.

The programs for the gifted and talented are arranged in a variety of ways. Special day classes composed of mentally gifted minors operate for a minimum school day. Special Services arrangements include:

1. cluster groupings--students are assigned to regular classes in small groups
2. pull-out program--students are removed from their regular classrooms for differentiated learning activities

3. adjunct program--students are assigned to groups according to their ability and meet either after school, before school, or during the summer
4. ungraded classes--students work at their own pace and are arranged in groups including pupils of all ages
5. acceleration--various possibilities include early admission, grade skipping, advanced placement, and accelerated program
6. tracking, honors classes, seminars--pupils are grouped according to their ability
7. cooperative learning environment--groups comprised of teachers, parents, and educational aides develop learning environments to enhance the achievement of unique curricular goals.

Involvement in the gifted and talented areas includes four federally funded projects:

1. California Project Talent, 1962-65
2. Curriculum Evaluation and Development for Mentally Gifted Minors, 1968
3. Development of Teaching Competencies--Gifted and Talented, 1976-77 and 1977-78
4. Integrative Education Project 1978-79.

The Integrative Education Project for 1978-79 is designed to:

1. improve and mutually reinforce creative and intellectual competencies of pupils, teachers, counselors and school administrators
2. develop, test, and disseminate a life-oriented counseling model for gifted students in grades seven through twelve
3. produce, procure, and disseminate interrelated brochures and filmstrips for interpreting programming for the gifted to the educational policy and decision makers.

The program includes in-service education workshops for teachers and counselors. Numerous support groups are present to offer advice in program planning and to provide assistance to teachers, counselors, and administrators. Support groups in the California area that serve the gifted and talented include: California Parents for the Gifted; California Association for the Gifted; Orange County Council on Gifted Child Educations; Northern California Council for the Mentally Gifted; and Professional Advocates for Gifted Education.

Support Services: A counseling/guidance component was designed to meet personal-social concerns, values clarification, moral education decision-making, life-style-selection, career selection, planning in the school, community and home.

Evaluation: All program components are evaluated as to whether they meet state objectives and if they contribute to significant statewide efforts at educational improvement. The written administrative and learning objectives of the program are evaluated annually. A report is made to the school community, the program staff, and the local board of education. Reports are obtained from teachers and counselors regarding their satisfaction with the counseling component. A third party evaluator is used to evaluate specific components of the program. Rating sheets are used to determine teacher judgement of the effectiveness of workshop presentations for inservice education. The Gifted and Talented Education Management Team of the California State Department of Education assists the project in an advisory capacity as members of the Project Advisory Committee.

GIFTED AND TALENTED

Program Title: The Governor's Honors Program
Institute of Career Development

Address: Department of Educational Psychology
College of Education
The University of Georgia
Athens, Georgia 30602

Contact Person: Ralph Hogan, Director

Target Population Characteristics: Institute participants include gifted and talented students selected from Georgia high schools. Most of the students are from the junior class.

Sponsorship: The institute is sponsored by the Georgia State Department of Education.

Staffing Pattern: The program staff for the Institute of Career Development consists of a director of the Governor's Honor's Program, a resident director, a dean of women, a dean of men, teachers, and counselors. Resident advisors and clerical personnel complete the staff.

Program Objectives: Although each subject or talent area has its own objectives, the general objectives for the institute include:

1. individual identification of societal problems, career opportunities, and individual methods of seeking solutions to these problems
2. development of personal career competency through planned experiences as an individual and through interaction with others
3. interdisciplinary study of the development of man's social and political growth with emphasis on: governmental functions and tasks, economics of the free enterprise system, ideas of men and the effects of these ideas on culture, the environment and its use to meet man's needs, and mental and physical health problems

4. interdisciplinary study of the scientific and technological implications for the twenty-first century with emphasis on: aging; the "have" and "have not" worlds; medical science; educational problems; human problems related to construction, automation, and pollution; criminal detention and penal construction; education of the public through mass media; and family life values patterns
5. development of alternative future solutions through positive career opportunities for students
6. development of curriculum materials for use in the public schools for the improvement of learning experiences of all students in public education in Georgia.

Types of Program Activities: Major subject and talent areas were art, drama, foreign languages, mathematics, music, science and social studies. Activities were planned in each subject or talent area to enhance the attainment of stated objectives. Special activities such as "College Day", visiting lectures, and field trips and physical education were also included.

Teaching methods used were individualized, interdisciplinary, and fast-paced. Student planning, problem solving, and attentiveness to humanistic concerns were emphasized by the staff. Additional activities conducted at the institute included: interest groups (mini-courses); major area sessions; cluster meetings on future problems; interest area mini-courses alternated with career explorations; intramurals; rehearsals and public performances; and discussions in dormitories.

Evaluation: Evaluation instruments (pretests and post-tests) were developed to assess the attainment of the objectives outlined for the institute. Participants in the institute and staff members were interviewed to determine perceptions of their experiences during the institute.

GIFTED AND TALENTED

Program Title: Governor's Intern Program

Address:
Office of the Governor
Room 111 - State Capitol
Atlanta, Georgia 30334

Contact Person: William D. Cloud, Director

Target Population Characteristics: Application for program participation is open to any junior, senior, graduate, or professional student in good standing at a college or university. Preference is given to students from Georgia. The Affirmative Action Policy encourages increased participation of economically disadvantaged students and students who are minorities, women, Vietnam veterans, or handicapped.

Sponsorship: The program began in 1971 and in 1972 was sanctioned by the Board of Regents of the University System of Georgia. It is funded by tax dollars from the state of Georgia to provide opportunities for students to become involved in state government.

Staffing Pattern: Each participating institution designates an individual to serve as campus coordinator to recruit students and obtain participation of university departments. A faculty advisor helps the student to establish individualized objectives from the project outline guide submitted by the agency. An agency supervisor plans a carefully defined project with precise educational goals. A field representative from the intern office maintains contact with the student intern by site visits and telephone to monitor progress and assist with any problems that may arise.

Program Objectives: The objectives of the program are to:

1. broaden the scope of undergraduate and graduate curricula by offering students the academic internships as a unique type of learning experience
2. provide interns to assist public agencies that need specific projects completed. The interns are able to complete specific project tasks while obtaining useful knowledge and skills

3. provide constructive service opportunities for students seeking to help solve the problems facing the citizens of Georgia
4. make the resources of the colleges and universities more accessible to the community. This is an attempt to make curricula, teaching, and research relevant to the needs of society
5. encourage students to evaluate career goals, to consider citizen leadership in public programs, and to present sponsoring agencies with potential candidates for future employment.

Types of Program Activities: Internships are found in numerous areas in state government, which include the following: natural resources; consumer affairs; law enforcement; criminal justice; social services; industry and trade; education; agriculture; and planning. Students submit applications for admittance to the program and are selected on the basis of motivation, maturity, educational classification, and ability to articulate his or her thoughts. Program applicants are interviewed before being referred to public agencies for an internship. Projects are designed by sponsoring agencies in cooperation with the Governor's Intern Program staff. At the conclusion of the internship, the student completes a report for the agency which presents project results and recommendations to the agency. Students that have completed their internship share their experiences with other interns and faculty advisors in follow-up seminars arranged by the campus coordinator.

Evaluation: Students evaluate the Governor's Intern Program and make recommendations for improvement. The Administrative Committee on Academic Affairs of the Advisory Council of the University System conducts periodic reviews of the program.

GIFTED AND TALENTED

Program Title: Identification of High Potential in Culturally Diverse Students through Integrative Experiences in Theatre Arts and Independent Study.

Address:
Center for Theatre Techniques in Education, Inc.
c/o American Shakespear Theatre
1850 Elm Street
Stratford, Connecticut 06497

Contact Person:
Mary Hunter Wolf, President
Center for Theatre Techniques in Education

Robert S. Avery, Director
Hamden/New Haven Cooperative Education Center

Target Population Characteristics: The program, established at the Jackie Robinson School in New Haven, is one of six model projects funded by the U.S. Office of Education, Office of the Gifted and Talented. This model is a talent search to identify culturally diverse students in urban areas with the potential to become gifted adults. The program, which focuses on the middle and secondary school levels, is designed to identify students with high potential in the areas of academics, creativity, and leadership.

Sponsorship: The Center for Theatre Techniques in Education and the Independent Study Program of the Hamden/New Haven Cooperative Education Center joined forces to establish a liaison between the middle school and the high school levels. Funding was obtained through the U.S. Office of Education, Office of the Gifted and Talented.

Staffing Pattern: The program is staffed by two co-directors, teachers, and resource people from the community and the Center for Theatre Techniques.

Program Objectives: The major objective of the program is to determine relevant techniques in the identification of and programming for culturally diverse gifted and talented urban youth at the middle and secondary school levels and to make these techniques nationally available. All students selected take part in a talent exploration program. The objectives of this segment of the program are to help students to:

1. develop a sense of community
2. deepen their powers of concentration and develop a state of active readiness
3. reawaken their imagination
4. develop a greater awareness of the physical world

A training program for professionals is also a part of the total gifted and talented program. The purpose of the training program is to provide a model for persons involved in funded planning or ongoing programs for similar types of gifted and talented students.

Types of Program Activities: Student participants are selected on the basis of high ability potential in creativity, academics, and leadership. The model project involves a preliminary screening for potential talent followed by a support program designed to nurture the ability of the selected students by providing opportunities to explore new areas through general creativity and theatre arts experiences. Special care has been taken to select identification techniques that are believed to reduce the cultural bias of reliance on standardized measures. Two techniques are used in each of the three following areas of identification:

1. leadership--peer nominations and teacher ratings
2. academics--1975-76 school grades and teacher ratings
3. creativity--Torrance Tests of Creative Thinking--Figural Form A and teacher ratings

Two techniques in each category of the selection criteria have been used in order to compare the effects of the program on gifted students of culturally diverse backgrounds selected in different ways.

Students participate in the "talent exploration phase" of the program to develop further in their areas of demonstrated ability and become familiar with new experiences. This segment of the program makes them aware of the many directions they may take. Areas of emphasis include affective aspects, such as enhancing the self-concept of the students developing a more flexible and creative perspective and heightened self-awareness.

At the end of the first year, students that are exceptional continue in the second year of the program to explore their talent and focus on developing their abilities. Trainers counsel the second year students to make them aware of the alternative programs for the gifted and talented at the high school level. The Independent Study Program (ISP) staff conducts interviews and selects students who are interested in participating in the ISP at the tenth grade level. Opportunities are available for students to work individually on special interest areas. ISP staff serve as advisors to provide direction to students who undertake an independent study topic. Resource people from the community act as mentors to students and provide one-to-one interaction. An important component is the training program for professionals which consists of conferences and workshops. The basic elements of the training program involve providing information to professionals on the following topics:

1. overview of programs for culturally diverse gifted and talented students in urban settings
2. essential elements of instituting a program
3. identification Procedures and Instruments
4. Center for Theatre Techniques in Education Training Program
5. developing an independent study program
6. mentorships: recruitment of mentors, placing students on-site mentorship observations
7. evaluation techniques

Support Services: Eighth and ninth grade students in the transitional program receive counseling to inform them of the various educational options that they have in alternative programs for the gifted and talented.

GIFTED AND TALENTED

Program Title: Model Program For Developing Creativity in Science

Address:
The Bronx High School of Science
75 W. 205th Street
Bronx, New York 10468

Contact Person: Vincent G. Gasasso, Director

Target Population Characteristics: The first year of this model program is open to all students admitted to the special high school for gifted students. The tenth and eleventh grade portions of the program are open to students that demonstrate interest, ability, and creativity in the ninth or tenth grade segment of the program.

Sponsorship: The program is sponsored by the New York City Board of Education.

Staffing Pattern: The program consisting of introductory science classes, a tenth year biology class, and an eleventh year independent research class, is conducted by science teachers.

Program Objectives: The main purpose of the program is to identify gifted and highly motivated students in science and to enhance the development of these students to enable them to conduct an original piece of independent scientific research.

Types of Program Activities: The program consists of a three-year sequence of courses designed to provide "hands-on" experience with scientific equipment and techniques. Students are encouraged to use the inquiry approach to problem solving. The program is available to students at The Bronx High School of Science for gifted students. Students must pass an entrance examination designed by the Scholastic Testing Corporation of Bensonville, Illinois, to become eligible for the school. The examination consists of verbal and mathematics components. All incoming ninth year students participate in the first portion of the model project. Approximately sixty students are selected from the freshman class to participate in special research honors classes.

Selection criteria for the tenth grade portion of the program involves:

1. achievement levels in ninth year science and math
2. verbal and mathematical aptitudes as demonstrated by the entrance examination score
3. motivation of the students as indicated by their requesting this program which involves three extra hours of class time each week.
4. creativity in science as determined by the ninth year science teacher's recommendation which is based upon his or her observation and evaluation

Teacher evaluation is used to identify those students with potential and who, if given the opportunity, could develop into creative individuals.

Selection of students into the tenth year research honors course involves identification of students with high achievement and aptitude in science and mathematics who have demonstrated their ability to function creatively in the ninth year special biology program. Teachers make recommendations based upon a practical examination which indicates a student's ability to perform significant laboratory techniques and objective examinations which stress problem solving.

Student selection for the eleventh year independent research classes from the tenth year research honors group is based upon their abilities to identify specific creative problems in biology, to design and carry out controlled experiments and to draw valid conclusions based upon data gathered. Student motivation is a vital factor. The eleventh year course includes an extra semester of work without additional credit.

A "hands-on" approach is emphasized in learning the techniques of the scientist. Students design simple experiments during their freshman year. The ninth year program is one-half year in length, consisting of eighty minute periods on two alternate days and one forty minute period on the last day of the week.

The Socratic method of teaching is used to emphasize recognition of problems and establishing hypotheses. Teachers meet with students on an individual basis to discuss hypotheses and problem selection for individual research. The tenth year course is forty weeks in length or eighty minutes (double periods) each day.

Eleventh grade students obtain individual guidance from a teacher or team of teachers as to the advisability and practicality of his or her proposed research. Students conduct extensive library research and learn how to read scientific papers and abstract relevant information. They also learn to use specialized journals in the area and confer with research scientists in hospitals and research institutes. An important aspect of the program is the opportunity given students to work closely with researchers in industrial, medical and university laboratories. Progress reports are written by each student every six weeks. A scientifically written report is submitted at the end of the year.

The eleventh year course is forty weeks in duration. There are two eighty minute classes on alternate days and one forty minute at the end of the week. Students are scheduled for lunch either before or after class to allow for extra laboratory time when necessary. The laboratory and teacher assistance is available to the students before school and at any time during the day.

Course work in the ninth year involves laboratory demonstrations by each student in the care and use of microscopes and pipettes, and microbiological techniques. Students are tested at the end of the course. Student evaluations for the tenth year students are based upon teacher observation of laboratory work and class work, unit examinations and standardized tests such as the New York Regents examination.

Anecdotal records are kept for each student. A file maintained for each student includes a record of the student's research and progress. The completed research is submitted to the school's Science Congress, the New York Biology Teachers Congress, the Science Fair, and to the Westinghouse Science Talent Search. A select few of these papers are published in the departmental annual, the Journal of Biology, which is a student publication that highlights much of the creative work arising from the program.

A pretest and post-test is used to assess student progress in meeting the objectives of the program. The Watson-Glaser "Critical" published by Harcourt, Brace, and Jovanovich tests student ability with respect to inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments.

GIFTED AND TALENTED

Program Title:	Project ENERGY--Education for a New Environment Researched by Gifted Youth
Address:	Knoxville City Schools Division of Special Services 101 E. Fifth Avenue Knoxville, Tennessee 37917
Contact Person:	Wanda L. Moody, Director Division of Special Services

Target Population Characteristics: The program serves secondary students of high academic ability.

Sponsorship: The program is sponsored by the Knoxville City Schools through a grant from the Department of Health, Education and Welfare.

Staffing Pattern: Program staff include the director, an associate teacher, and graduate students from the College of Education at the University of Tennessee. Local scientists and engineers are used extensively as resource personnel.

Program Objectives: The program has been designed to provide enrichment activities in science and math for highly motivated pupils to enhance their regular classroom activities.

Types of Program Activities: Gifted youth are identified through a survey of the city's school students. Eligible students are then invited to apply for program admission. A committee comprised of city school principals, guidance, special services and instructional staffs review student applications and select participants. Each student is provided with an Individualized Educational Plan (IEP) geared to specific interests and abilities. Classes are scheduled for eight months in a local high school to utilize the physics and chemistry laboratories, the solar collector on the roof and IMSAI-880 microcomputer. Students are arranged in groups of fifteen to twenty and meet from 4:00 until 6:30 p.m. on Monday through Thursday. All students participating in the program meet on Saturday from

8:00 a.m. until 12:00 noon to take advantage of field trips, visiting scientists, movies, and experiments. Program activities include the following: field trips; energy audits of homes and schools; writing individual and group computer programs to handle data and plot energy comsumption patterns; energy gaming simulations; participation in the Junior Science and Humanities Symposium; participation in the Southern Appalachian Science and Engineering Fair; and production of an extensive 35-mm slide library of energy programs.

Support Services: Community resources such as the Tennessee Valley Authority, Oak Ridge Museum of Science and Energy, University of Tennessee Environment Center, Knoxville International Energy Exposition, and the Energy Opportunities Consortium are readily available to provide assistance to this program.

GIFTED AND TALENTED

Program Title: Project MOST

Address:
Pulaski Community Schools
Pulaski Board of Education
P.O. Box 36
Pulaski, Wisconsin

Contact Person: Ron Retzke, Project Director

Target Population Characteristics: The program serves students that are gifted and talented in intellectual abilities, creativity, leadership, and the visual and performing arts. The age range of students is from elementary through high school (K-12).

Sponsorship: The program is operated by the local board of education through a Title IV-C three-year operational grant.

Staffing Pattern: Project MOST is a district wide program and is operated within each of the five elementary schools and the one high school in the district. Each school within the district has developed a unique manner of serving its gifted and talented students. Two full-time resource teachers are available for gifted and talented students; one at the elementary level and one at the high school level. A local gifted and talented coordinator is located in each of the six school buildings to direct the program.

Program Objectives: The program focuses on the development of creative/divergent thinking.

Types of Program Activities: Each of the six schools involved in Project MOST utilize different techniques in working with gifted and talented students.

1. Fairview Elementary (K-8) and Sobieski Primary (1-4) Groups of gifted and talented students from various grade levels meet twice a week with the resource teacher.

2. Glenbrook Elementary Teachers and students have the use of a gifted and talented resource room.

3. Hillcrest Elementary (K-6) and Lannoye Elementary (1-8) A social science curriculum is used that was developed by teachers for gifted and talented students.

4. Pulaski High School Mini-grants are available to students as well as field experiences, seminar classes, and mentors.

Procedures used to identify and screen gifted and talented students include test data, teacher, parent, and peer nominations.

Opportunities for inservice training are made available to classroom teachers. Parent involvement is encouraged by scheduling regular parent meeting. Teachers, counselors, and students were surveyed to identify educational needs of the gifted and talented.

GIFTED AND TALENTED

Program Title: Study of Mathematically Precocious Youth (SMPY)

Address:
The Johns Hopkins University
127 Ames Hall
Baltimore, Maryland 21218

Contact Person: Julian C. Stanley, Director

Target Population Characteristics: Program participants consist of students (generally at the junior high level) who reason extremely well mathematically as determined by their scores on a test of mathematical reasoning.

Sponsorship: SMPY began in 1971 and has been funded by grants from the Spencer Foundation, the Camille and Henry Dreyfus Foundations, the Geraldine R. Dodge Foundation, and the Educational Foundation of America.

Staffing Pattern: The SMPY staff is composed of a director, associate director, assistant director, and a project associate.

Program Objectives: The major objectives of the program are to:

1. identify students who reason extremely well mathematically
2. study other characteristics of the students identified
3. devise ways in which their education can be improved in both quality and speed.

Types of Program Activities: SMPY has conducted a yearly talent search since 1972 to identify mathematically gifted and talented students in the Baltimore vicinity. Students take two tests designed primarily for above-average eleventh and twelfth graders. The tests used to identify students are the College Entrance Examination Board's Scholastic Aptitude Test (Mathematical Part SAT-M) and Level I Mathematics Achievement Test. The model for SMPY's talent searches includes:

1. discovery (finding the talented)
2. part-time study in college

3. credit by examination
4. entering college early
5. college graduation in less than four years
6. bypassing the Bachelor's degree.

Evaluation: SMPY has identified more than 2,700 seventh and eighth graders with talents that exceed the average male eleventh or twelfth grade student's ability to reason mathematically.

GIFTED AND TALENTED

Program Title: Vocational Education for the Gifted

Address:
Louisiana Technical University
Tech Station
Ruston, Louisiana 71270

Contact Person: James M. Williams

Target Population Characteristics: The population served by this program includes eighth grade students within northern Louisiana parishes that have attained I.Q. scores of 120 or better on a standard intelligence scale and/or who have demonstrated a high degree of leadership and creativity. The teacher education portion of the program involves secondary school teachers and counselors.

Sponsorship: The program is provided by the Louisiana Technical University, the Department of Behavioral Sciences. It began as a pilot project in July of 1974.

Staffing Pattern: The program is staffed by a program coordinator and two school counselors. In addition, teachers are enrolled in the teacher education portion of the program.

Program Objectives: The objective of the vocational education portion of the program is to provide an intensive vocational education program directed toward professional occupations for a selected group of eighth grade students. The objective of the teacher education portion of the program is to determine if an intensive educational program in vocational education techniques and psychology of the gifted will have a significant effect on increasing the participants' knowledge and understanding of the areas. The 1978/79 continuation project focuses on instructing teachers and counselors in the development, implementation, and evaluation of personalized instructional packages in content areas of vocational education for gifted and talented students. The three week summer program is designed to increase student awareness of vocational and career areas. The goals of the program also involve increasing teacher awareness of the characteristics of the gifted and talented, and the materials, methods, and strategies for vocational education interventions useful with gifted and talented students.

Types of Program Activities: The students involved in the program are from northern Louisiana and were nominated for the program by local school authorities. Program activities include field trips, speakers, seminars, films, university class visits, and use of university sports facilities. The teachers involved in the program receive formal instruction on the development of personalized instruction packages and assist students in vocational research. The students receive personalized instruction through the implementation of the instructional packages developed by the teachers. The evaluation of the teacher education portion of the program includes a pre- and post-test administered to measure knowledge and understanding of the concepts of vocational education for the gifted. Teachers and counselors receive graduate level course credit for "Vocational Choice" and "Psychology of the Gifted."

Support Services: Personal counseling is provided for students.

Evaluation: The program is evaluated by the use of pretest and post-test administered to students to measure their awareness of careers before the program and after the three weeks of extensive study. The results of the post-tests are compared with those from 1974 to analyze the effectiveness of changes in techniques used and areas of concentration in the program.

HANDICAPPED

Program Title: Cape Cod Regional Technical High School

Address: Pleasant Lake Avenue
Harwich, Massachusetts 02645

Contact Person: A. Paul Hackett, Coordinator of Special Needs

Target Population Characteristics: The Special Needs program at the high school serves approximately 150 of 1,000 students in grades nine through twelve. These 150 have neurological damage, hearing impairment, mild retardation, emotional disturbance, and visual handicaps.

Sponsorship: The program is funded by the Massachusetts Department of Education.

Staffing Pattern: The Special Needs program is integrated with the regular high school program. Staff support for handicapped clients consists of four academic resource teachers (departmentally assigned) and three vocational resource teachers and three teacher aides who work primarily in the vocational area.

Program Objectives: This program is designed to provide resource services for handicapped students and for regular teachers who deal with handicapped students in their classrooms and shops when there is need for individual students to receive special services to achieve success and growth.

Types of Program Activities: Fully trained and vocationally approved vocational teachers act as resource persons to both handicapped students and regular vocational teachers. Students have a choice of twenty-two vocational training programs. The functions of the vocational resource teacher are to:

1. diagnose the special learning needs of students in the vocational area
2. assist vocational teachers to develop adaptive and alternate programs for special needs students
3. provide intense small group and individual vocational instruction in regular shops

4. provide a resource for crisis intervention with special needs students
5. monitor individual educational plans.

Support Services: The special needs staff at the high school works very closely with a five member guidance department and has the backup of two part-time clinical psychologists and a part-time speech therapist.

Evaluation: An audit report conducted by the Massachusetts Department of Education found the overall goals of the program to be well implemented, but recommended more specific documentation in a number of areas.

HANDICAPPED

Program Title: Center for the Physically Disadvantaged

Address:
Community College of Denver
North Campus
3645 W. 112th Avenue
Westminster, Colorado 80030

Contact Person: S. Theodore Guttadore, Director

Target Population Characteristics: The Center served 851 handicapped students in 1978, covering the entire sensory and physical disabilities. These students were mainstreamed throughout every phase of the college operation, on three compuses, with support services provided by the Center, which is located in the North Campus.

Sponsorship: The program was started in 1968, funded from Vocational Education monies. During the ensuing seven years it operated on a broad variety of grants while working diligently to secure hard funding from the state of Colorado. In 1875 the Center became a line item in the College budget. While the Center continues to supplement the permanent funding with grants, these efforts are strictly designed to implement projects that will expand services or assist in research.

Staffing Pattern: Twenty-six full-time and two part-time members operate the Center: the director, four secretaries, two coordinator/counselors, one counselor specialist in hearing and vision impairments, one counselor associate for deaf services, one counselor for instructional support services for the disabled. One general caseload counselor, one job placement specialist, one vocational evaluator, two tutorial specialists, two interpreters for the deaf, one part-time computer specialist, one general caseload rehabilitation counselor, and one part-time rehabilitation counselor.

Program Objectives: The program provides counseling, and vocational and post-secondary education to persons within a wide range of physical disabilities.

Types of Program Activities: All phases of the Community College of Denver are accessible to clients of the Center.

HANDICAPPED

Program Title: A Comprehensive Vocational Program for the Handicapped

Address:
Cincinnati Public Schools Education Center
230 E. Ninth Street
Cincinnati, Ohio 45202

Contact Person: Kenneth Siefferman, Major City Coordinator of Vocational Education

Target Population Characteristics: This program is directed to high school students with the following primary handicaps: Educable Mentally Retarded (EMR), Trainable Mentally Retarded (TMR), deaf, hearing handicapped, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, Cerebral Palsy and multiple handicapped, and to all persons at least sixteen years of age who are out of school and unemployed or seeking ungrading skills.

Sponsorship: Funds are provided by local, state, and federal agencies.

Staffing Pattern: The program is operated by twenty-two staff members, who include placement specialists, teachers, a sub-contact developer, and ten teacher aides serving a sheltered workshop, six high schools, two special schools, and a junior high deaf center.

Program Objectives: The project is a comprehensive skill development model which assumes that all handicapped pupils have the eventual target of job placement and productive employment. These pupils are prepared for vocational education through the Cincinnati Public Schools' special education curriculum, which includes great emphasis on work orientation and work study (which gives ten youngsters in-school job experience).

Types of Program Activities: The program is designed to meet the special needs of ninty-five handicapped youth in "mainstream" vocational programs, to provide job training for 135 handicapped youth and adults for whom "regular" classes are inappropriate, and to provide work adjustment in a sheltered environment for an additional 184 pupils who need time and help before they can enter into job training or competitive employment.

Support Services: Assistance in training and work adjustment is provided by the United Cerebral Palsy Center (Turtle Bakery) and the Opportunities Industrialization Center.

HANDICAPPED

Program Title: Grace A. Greene Vocational Center

Address: 503 Edison Street
Dayton, Ohio 45407

Contact Person: Layton Brinkmeier, Project Supervisor

Target Population Characteristics: Grace A. Greene is an alternative assessment/skill training center for handicapped students and adults.

Sponsorship: It is funded cooperatively by the Ohio State Division of Vocational Education (Special Needs Special Area) and the Dayton Public Schools.

Staffing Pattern: The project supervisor heads a staff of eighteen which includes counselors, instructors, aides, and a clerkstenographer.

Program Objectives: The Center emphasizes evaluation/assessment, comprehensive skill development, work adjustment, vocational counseling, skill training, community placement, and follow-up for the purpose of developing the most productive, satisfying life of which the individual client is capable.

Types of Program Activities: A three-week vocational evaluation/assessment includes career exploration, field trips, situational placements, and interest inventory. The skills training program, designed as a two-year block, offers ceramics, clerical skills, community services (hotel/motel, child care, nurse aide), custodial maintenance, graphic arts, machine tool, occupational lab, and wood production. Mechanical technolgoy is also available to adult clients.

Support Services: Ample support services are available in the areas of vocational counseling, job readiness, individual personal adjustment, individual work adjustment, psychological services, homebound services, driver education (including special equipment for orthopedically disabled), equipment modification, and cooperative planning with and generous support from sixteen community agencies.

Evaluation: Evaluative measures include placement data for full-time and part-time employment.

HANDICAPPED

Program Title: Handicapped Students Occupational Education

Address:
Board of Education
City Hall
Buffalo, New York 14202

Contact Person: Robert W. Fritzinger, Assistant Superintendent

Target Population Characteristics: This program is designed to serve secondary students who suffer, in varying degrees, from mental retardation or physical disability, or who are believed to be emotionally disturbed, or any combination of these factors. Approximately 220 fifteen year old handicapped students at the ninth grade level enter the vocational schools to major in a specific vocational area. These students, upon entering the vocational facility, remain in their selected, realistic program until graduation from high school, and additional services will be provided until they are twenty-one years of age. If necessary, at this time, other agencies and services will be utilized to assist the student.

Sponsorship: The program is supported by state and local funds.

Staffing Pattern: A program specialist, "Coordinator of the Handicapped in Vocational Education," act as program pre-service, in-service and curriculum consultant; liaison with teachers, parents, committee on the handicapped, administrators, occupational specialists, and community resource persons.

Program Objectives: Objectives of the program are to:

1. develop an individualized educational plan for each handicapped student and to provide a vocational program congruent with that plan
2. provide in-service and curriculum activities for teachers and program changes necessary to deal with the handicapped students
3. provide those services necessary for the student to succeed in his/her chosen field.

Types of Program Activities: All public secondary schools in the city of Buffalo allow handicapped students to attend and major in specific vocational areas. The five vocational/technical schools have the handicapped students enrolled on a full-day basis. A shift in their time schedule alleviates space demands and provides the special, individualized services. Handicapped students attend from 11:00 a.m. to 5:00 p.m. Their academic courses are between 11:00 a.m. and 3:00 p.m.; their vocational hours from 3:00 p.m. to 5:00 p.m. In addition, handicapped students attending academic schools can participate in the vocational education program between the hours of 3:00 p.m. and 5:00 p.m.

Support Services: A city wide occupational advisory committee of local leaders and sub-advisory committees of teachers, principals, and individuals working in a particular occupational field work to advise, coordinate, develop and approve this program.

HANDICAPPED

Program Title: Maine Vocational Region Ten

Address:
35 Union Street
Brunswich, Maine 04011

Contact Person: Frank W. Lee, Director

Target Population Characteristics: The target population is those students currently enrolled in the public schools and evaluated as meeting the criteria for handicapped as outlined in the State Plan for Special Education. The intent of the program is to serve those handicapped persons who have a reasonable prognosis of being able, with training, to hold a non-sheltered job.

Sponsorship: The program is being funded by both local and federal monies.

Staffing Pattern: The program is comprised of two instructors/ work study coordinators and one teacher's aide. Instructors teach one 135 minute skill training/vocational class per day. Their second responsibility is supervision of sheltered and unsheltered on-the-job and cooperative education positions in their areas of supervision.

Program Objectives: Objectives of the program are:

1. to provide a sequential program of skill training, on-the-job training, and paid work experience which results in successful full-time employment for participants
2. each student will receive a minimum of twenty-seven weeks of intensive skill training in maintenance trades or institutional services
3. each student will spend a minimum of eighteen weeks in a 'sheltered' on-the-job training site
4. a minimum of forty percent of those enrolled will be placed on a live, on-the-job training site
5. forty percent of those enrolled will be placed on an unsheltered, paid, work experience job

Types of Program Activities: The overall curriculum rationale is to provide sheltered, basic skill training, followed by a two phase sequence of increasingly independent work experience. The three phase program is designed to be completed in two years, or longer, depending on the individual.

In Phase I, students select one of two clusters (maintenance trades or institutional services) and attend a 135 minute per day training program in that cluster.

In Phase II, relevant sheltered/supportive non-paying work situations are identified. Particpants spend the last term working in these sheltered work stations. As the end of this nine week period, students are evaluated. Those ready are assigned to the second year of the program which begins with a second nine week sheltered work study. Those not ready repeat Phase I. A few students enter a regular vocational program the second year.

In Phase III, a relevant cooperative work placement is provided for each participant. This work experience is paid. The intent is to slowly withdraw school support and develop the cooperative job into a full-time employment situation. Federal funds are available to assist employers in this phase.

Support Services: Proposed programs have two advisory groups. One of these involves area coordinators and teachers of special education. A prime function of this is evaluation and selection of students for the program. The second advisory group involves parents, employers and staff or relevant local social services agencies. This second group's prime function is to identify on-the-job training and cooperative job sites for the handicapped.

HANDICAPPED

Program Title: Marymount Rehabilitation Services

Address: 12215 Granger Road
Garfield Heights, Ohio 44125

Contact Person: Sister Joyce Soukup, Executive Director

Target Population Characteristics: Marymount provides services primarily to severely handicapped individuals, many of whom have experienced periods of institutionalization. Disability groups served by the program include: mentally retarded, moderate and severe; physically impaired, including epileptics; hearing impaired, deaf; emotionally disturbed; visually impaired, not totally blind, and mentally ill, moderate disorders.

Sponsorship: This program for Ohio Rehabilitation Services Commission clients is co-sponsored by Rehabilitation Services Commission, Marymount Rehabilitation Services, and two other Ohio agencies.

Staffing Pattern: The professional staff includes a program administrator, seven work aide supervisors (teachers), two learning capacity evaluators, a daily living skills instructor, two counselors, and a job placement counselor. The Marymount hospital staff assists in the nurse's aid training program.

Program Objectives: The program is designed to develop acceptable work habits for severely handicapped clients and to orient them to the world of work by developing and/or increasing their work tolerance and productivity and by assisting them in acquiring personal skills, attitudes, behavior, and habits which will enable them to function effectively on a job.

Types of Program Activities: Clients with learning problems that are vocationally significant receive a Learning Capacities Evaluation to discover the best means of teaching the client work-related tasks, e.g. the use of a floor buffer, a commerical dishwasher, etc. Multiple methods and multisensory approach are used to enable the learner to utilize his best sensory channels and manipulative skills for learning new tasks.

This provides information for a learning prescription that pinpoints the necessary teaching and counseling strategies to be used by the staff in training the client.

A Daily Living Skills Training class is offered three times each week (forty minute class sessions) for clients identified as needing assistance in areas such as personal grooming and hygiene, functional academic skills, money management, basic job seeking skills, independent living skills, travel training (which teaches clients to travel to the agency or job site by bus), and other important areas.

After thorough evaluation including situational assessment the client enters the work adjustment training program which improves work skills through the utilization of actual job settings where job stations include laundry, dietary, nurse aide, housekeeping, custodial, and subcontract workshop training. The daily program lasts from 8:30 a.m. to 3:30 p.m. (3:00 p.m. on Friday). After completing the adjustment program, clients are provided job readiness training, placement and follow-up services. Sheltered employment is available.

Support Services: Services are provided in cooperation with the Bureau of Vocational Rehabilitation, Marymount Hospital, Marymount Mental Health Center.

Evaluation: Quarterly program evaluation reports are made by administrator and staff to ensure that the primary objectives are being met, and to review agency and staff progress. Yearly and quarterly objectives are set and reviewed by the program staff, State Bureau of Vocational Rehabilitation, and the Marymount Board of Directors. Staff evaluation is also based on yearly objectives. Client progress reports are prepared and reviewed on a monthly basis, and taken from daily production rates, staff notes and observations, and client's self-rating.

HANDICAPPED

Program Title: Morgan Memorial Goodwill Industries

Address:
95 Berkeley Street
Boston, Massachusetts 02116

Contact Person: Joel H. Smith, Director of Human Services

Target Population Characteristics: Persons eligible for evaluation, rehabilitation, and training in the program must be age sixteen or over (exceptions may be made), disabled by medical or physical conditions within a range that will allow for involvement in existing programs, and must have sufficient mobility to participate in those programs.

Sponsorship: Goodwill operates with the support of local, state, and federal funds.

Staffing Pattern: The program is staffed by counselors, a psychologist, social workers, instructors, evaluators, medical personnel, a placement specialist and work supervisors/instructors.

Program Objectives: The program goal is employment. The program is designed to:

1. determine the client's potential for work by a program aimed at identifying abilities and aptitudes, strengths, and weaknesses, interests, and realistic vocational goals
2. provide pre-vocational assessment and work experience/adjustment in a thirteen week training period
3. provide placement of the client in competitive industry and follow-up services

Types of Program Activities: Specific vocational training areas include printing, upholstery, bedding, food services, maintenance, clerical work, merchandising, and furniture refinishing.

Support Services: The program operates community residences under the sponsorship of the Department of Mental Health for retarded citizens. Services include: adjustment to community living, independent living skills, supervision by houseparents, recreational and social activities, as well as supportive community social service involvement.

Evaluation: Program evaluation reflects the following trends:

1. more service to youth, less to persons with chronic, psychiatric disabilities
2. more emphasis on evaluation programs and placement services
3. more brief vocational rehabilitation programs
4. more diverse resource agencies and contractual agreements
5. expanded Department of Mental Health involvement
6. the development of a comprehensive, useful program evaluation system.

HANDICAPPED

Program Title: Multi-Occupational Education (Pre-vocational Program for Children with Special Needs)

Address:
Board of Cooperative Educational Services
Broome-Delaware-Tioga Counties
R.D. 1 West Hill Road
Vestal, New York 13850

Contact Person: Jacqueline Backus, Director

Target Population Characteristics: This program is directed primarily at students fourteen to sixteen years of age who have "special education needs" in that they learn at a slow pace or that they are mildly mentally handicapped.

Sponsorship: The program is operated with local, state, and federal support.

Staffing Pattern: Multi-occupational education staff (six teachers, two counselors, and one secretary under the administrator) and home school teachers are characterized by youthfulness, commitment, adaptability, and professionalism. They lack formal pre-service training in dealing with the type of pupils served by this program, but receive ongoing specialized in-service training under the principal who acts as program administrator and supervisor.

Program Objectives: The program is designed to develop those basic academic and prevocational skills which will enable a population of junior high school pupils to successfully complete a program of occupational education instruction at the Board of Cooperative Education Services (BOCES) Center.

Types of Program Activities: All pupils enrolled in this program have a split-day program spending half of each day in their home school and the other half in the multi-occupational education program. They receive instruction in the following occupational clusters: engines and mechanics careers; health careers; personal services careers; building maintenance careers; sewing fashion design; business careers; horticulture;

appliance and electronic repair; and drafting. No grades are given. Report cards reflect "can do" or "can't do yet" with regard to demonstrated skills.

HANDICAPPED

Program Title: Occupational Education Opportunities for Handicapped Youths

Address:
Dutchess County Board of Cooperative Educational Services
Area Occupational Center
R.D. #1, Salt Point Turnpike
Poughkeepsie, New York 12601

Contact Person: George Harrison, Director of Occupational Education

Target Population Characteristics: Handicapped students are prepared to enter the program by means of occupational educational orientation for those within the age range of eleven to thirteen years and special assistance on an individual basis to those thirteen to fifteen years of age designed to enable them to pursue further training in the pre-vocational program and/or a regular vocational program. Approximately 200 students participate in the vocational program each year.

Sponsorship: The program operated on monies available under the Vocational Education Act of 1963.

Staffing Pattern: A special education liaison person articulates the occupational program activities of each student with both special education teachers and occupational teachers.

Program Objectives: The general objective of the program is to provide occupational education programs that will enable the handicapped person to develop the saleable skills needed to secure employment. This objective implies exploration of occupational areas, assessment of potential and interest, realistic occupational experiences, development of motivation and readiness for training, and work expereince opportunities for job skill development.

Types of Program Activities: Students may be introduced to and/or evaluated on their manipulative skills as well as their vocational interest in eighteen different occupational areas.

Each student proceeds at his/her own speed. The areas covered include: metalworking, bench assembly, drafting, electrical wiring, plumbing, carpentry and woodworking, air conditioning and refrigeration, soldering and welding, masonry, sheetmetal, supermarket operation, food service and preparation, needle trades, health services, beauty culture, introductory office skills, and electro-mechanical assembly.

HANDICAPPED

Program Title: Occupational Transitional Program and Summer Experience Program

Address:
Lehigh County Vocational Technical School
2300 Main Street
Schnecksville, Pennsylvania 18078

Contact Person: Donald L. Foellner

Target Population Characteristics: These programs are designed to provide special needs students including learning disabled, Educable Mentally Retarded (EMR), Trainable Mentally Retarded (TMR), socially-emotionally disturbed, physically handicapped, and other types of handicapped population defined by the state with adequate alternative vocational education programs.

Sponsorship: Commonwealth of Pennsylvania Department of Education.

Staffing Pattern: A special needs resource person and five vocational staff members staff the programs. Additional assistance is provided by school psychologists, counselors, administrators, and others when needed.

Program Objectives: The objective of the Occupational Transitional Program is to provide hands-on vocational experiences for EMR and TMR students within the business/industrial communities of the Lehigh County area. Objectives of the Summer Experience Program are:

1. to provide 125 special needs students with the same vocational opportunities that all other students receive
2. to provide each student with one to three vocational skills at a level required to succeed in the Multi-Occupational Experience (MOE) program
3. to provide twenty-five advanced special needs students with entry level skills for one trade area suited for competitive employment
4. to provide entry skills to ten to fifteen lower functioning students in preparation for Placement in the Occupational Transitional Program (single skill training).

Types of Program Activities: In the Occupational Transitional Program, EMR and TMR participate on a half-day basis. Job skills are taught to these students as they relate to a student's potential and interest. Teaching is repetitive and remedial in nature. A staff member works with the student at the work station or training station at school or at a local industrial site. The Summer Experience Program operates for six weeks on a half-day basis.

Programs are offered to students between the ages of thirteen and fifteen in the following areas: auto body, auto service, building maintenance, carpentry, construction trades, fashion, floriculture, food industries, print, sheet metal and warehousing. Students ages 16-21 may choose from auto reconditioning, fashion industries, food industries, hospital services, material handling, and security services.

Support Services: Counseling services provide ancillary educational assistance to all special needs students. Fifty percent of these students are also provided with evaluation services.

HANDICAPPED

Program Title: Ohio Valley Goodwill Industries Rehabilitation Center

Address: 10600 Springfield Pike
Cincinnati, Ohio 45215

Contact Person: W. Sharon Florer, Executive Director

Target Population Characteristics: Clients must be sixteen years of age or over and have a physical, mental, emotional, or social handicap. Applicants for physical therapy, occupational therapy, or other treatment services must be referred by a physician with a prescription for treatment. Applicants for all other services may be referred from any source including social, welfare and health agencies, hospitals, physicians, clergymen, friends, families, and self referrals.

Sponsorship: Goodwill depends upon the community for support through contributions of wearing apparel and household articles which are renovated for sale in its retail stores. Other sources of earned income include fees for services and contract work from industry. Important additional sources of support are the United Appeal; voluntary health agencies, churches, businesses; service organizations; individual contributions and bequests. Special projects are sometimes financed partially by appropriate state and federal grants.

Staffing Pattern: Under the executive director, there are six directors of the following separate divisions: Rehabilitation Services; Operations; Sales; Communications; Accounting; and Branch. Each of these directors has his/her own staff. A staff of more than thirty people direct the following rehabilitation services: psychological services; individual program management; physical therapy; occupational therapy; rehabilitation services commission team; physical capacities evaluations; vocational evaluation services; personal and vocational adjustment; employment readiness programs; vocational training; special programs; diagnostic screening program; the Diamed program; sheltered workshop; placement; and ancillary services (residence facilities, transportation, recreation).

Program Objectives: Goodwill provides handicapped adults with services in occupational and physical therapy, personal adjustment, work evaluation, job readiness training and placement, training, work adjustment, and with employment in industrial services and in sheltered workshops, ultimately enabling them to leave Goodwill and begin new lives in their communities.

Types of Program Activities: Handicapped persons are trained in watchmaking, shoe repair, furniture repair, upholstery, pressing and dry cleaning, sewing and mending, and other occupations. Goodwill collects donated goods which are restored by the handicapped and sold at retail outlets. This operation encompasses jobs in transportation, collections, production, shipping, facilities, safety, food service, sales training, bookkeeping, data processing, internal audits, and product liaison.

Evaluation: The Ohio Valley Goodwill Industries Rehabilitation Center is generally accepted as one of the most modern and comprehensive facilities in the world. An outline of its services is available to rehabilitation counselors, agency workers, individuals, and handicapped clients themselves.

HANDICAPPED

Program Title: Program to Improve Vocational Preparation of Blind and Visually Handicapped Students

Address:

Oklahoma School for the Blind
3300 Gibson
Muskogee, Oklahoma 74401

Contact Person: Phil Porter

Target Population Characteristics: The school serves preschool and public school age students with varying ability levels, all of whom are blind or partially-sighted.

Sponsorship: The vocational program is operated by federal funds (Vocational Education Act) and State Department of Institution, Social and Rehabilitative Services (Welfare).

Staffing Pattern: The vocational program is staffed by two distributive education teachers, a home economics teacher and three mobility and orientation teachers.

Program Objectives: Program objectives are:

1. offer the visually handicapped more individualized career preparation throughout high school
2. promote more involvement of blind students in the normal life of the community
3. allow more participation in cooperative vocational education
4. improve consumer education is real life situtations
5. offer career-oriented Vocational Home Economics training for gainful employment to those students who need and can benefit from it.

Types of Program Activities: Students participate in exploratory courses in industrial arts and home economics in 7th, 8th, and 9th grade. Following these activities, students are encouraged to choose a realistic vocational objective based upon counseling and testing. An individual plan, developed for each student, may include vocational training opportunities on the campus, at Muskogee Public Schools, the Indian Nation Area Vocational Technical School, or short courses operated by industry within the community.

HANDICAPPED

Program Title: A Program of Secondary Pre-Vocational Education for the Handicapped

Address:
Edward Little High School
Auburn, Maine

Contact Person: Roy D. Loux, Superintendent of Schools

Target Population Characteristics: This program is designed to serve approximately 100 students with identified mental and physical handicaps in a three year senior high school with a total population of more than 1,500 students.

Sponsorship: Local, state, and federal funds contribute to the operation of the program.

Staffing Pattern: Industrial arts, home economics, and special education staff plus four full-time teacher assistants implement the program.

Program Objectives: The goal of the program is to aid the student in developing the ability to adjust and adapt to society as well as acquiring skills to promote employability in an area within the individual student's interest and ability.

Types of Program Activities: The program is executed in cooperation with the educational program at the school. Opportunities are provided through the following phases: Phase I is pre-vocational training; Phase II involves a student in closely supervised work experience settings; Phase III provides opportunities for cooperative education and/or enrollment in a vocational program. Students are mainstreamed whenever possible.

Support Services: The program is assisted by the cooperation of the Department of Educational and Cultural Services, the Maine Employment Security Commission, the Bureau of Vocational Rehabilitation, and other municipal, state, federal, and private resources.

HANDICAPPED

Program Title: Project NOW ("New Opportunities in Work")

Address:
318 Broadway
Findlay, Ohio 45840

Contact Person: Doris W. Stone, Project Coordinator

Target Population Characteristics: Project NOW serves developmentally disabled, Educable Mentally Retarded (EMR), hearing impaired, and other selected handicapped secondary school students from seven school districts.

Sponsorship: The program is funded by Special Needs Service, Division of Vocational Education, State Department of Education. The community work experience is supervised by work-study coordinators employed by the city and county school boards.

Staffing Pattern: The project coordinator provides direction in curriculum and instructional development and a continuous evaluation of the various segments of the program. Staff includes counselors, work evaluators, special academic teachers, vocational teachers (food service, building maintenance, clerical services, automotive maintenance, and community and home service), prevocational teachers, and clerical personnel.

Program Objectives: Specific objectives of the program are:

1. to identify those curriculum objectives that fit both student abilities and employer needs
2. to identify the greatest depth of content or competencies that this handicapped group can be expected to learn
3. to provide the student a greater variety of vocational opportunities and to aid him/her in finding employment tailored to suit his/her abilities, aptitudes, and training
4. to provide daily successful learning experiences for maximum self-concept development

Types of Program Activities: The program is divided into four phases:

1. junior high level pre-vocational program
2. work evaluation/work assessment
3. senior high semi-skilled vocational classes
4. senior high community work experience program

The student moves through the various phases as he/she individually meets objectives prescribed for him/her by the staff and placement team. Students receive academic instruction at their home schools for part of each day and vocational instruction at one of two buildings in Findlay.

Support Services: The Bureau of Vocational Rehabilitation, Juvenile Court, Group Homes, Family Services, private medical doctors, and community mental health clinics provide support services.

HANDICAPPED

Program Title: Sheltered Workshop for the Adult Mentally Handicapped

Address:
Office of Adult Education
S.A.D. No. 29
Houlton, Maine

Contact Person: Ervin T. McDonald, Director

Target Population Characteristics: This program and its workshop provide instruction that is work oriented to adult mentally and physically handicapped individuals living in the Southern Aroostook Association for Retarded Citizens and Maine School Administrative District (M.S.A.D.) #29 districts.

Sponsorship: M.S.A.D. #29, Adult Education, and Southern Aroostook Association for Retarded Citizens jointly sponsor the program.

Staffing Pattern: The program is directed by S.M.A.D. #29 Adult Education Coordinator and the Director of Southern Aroostook Association for Retarded Citizens.

Program Objectives: Objectives of the program are:

1. to provide instruction to adults through work activity workshops
2. to develop individual prescriptive programs for each student
3. to provide assistance in learning social skills and to improve functioning in the community
4. to assist students in the development of cognitive skills by providing instruction in reading, writing, spelling, and other academic areas
5. to teach skills necessary to function in an actual work setting

Types of Program Activities: The program operates seven hours per day, fifty weeks per year, and offers instruction in furniture stripping and refinishing, cooking, arts and crafts, and construction of wooden items. The students have been receiving regular payment for the production of items and work in their training programs. Additional equipment and training materials have been secured to allow for expanded efforts both in training and work activity. The program became eligible for government surplus commodity food and as a result has been able to develop a cooking program. A small restaurant type area is available for teaching food preparation, cooking, and serving.

HANDICAPPED

Program Title: Single Step

Address:
Dundalk Community College
7200 Sollers Point Road
Dundalk, Maryland 21222

Contact Person: Nancy Lawhon, Coordinator

Target Population Characteristics: The target population for this program is handicapped adults who want to work, but who lack the knowledge or skills needed for employment. No high school diploma is required for this free program.

Sponsorship: The program is sponsored by the Maryland State Department of Education.

Staffing Pattern: The program is operated by the director/coordinator assisted by two paraprofessional counselors and professional staff members of the college.

Program Objectives: Designed as a free program of guidance in job research, career decision making, and effective and independent living, the fifteen week program provides self-knowledge, self-confidence, practical knowledge, physical education, and job opportunities to handicapped men and women.

Types of Program Activities: Students are divided into three subgroups: physically handicapped, emotionally handicapped, and mentally retarded. The program provides a wide range of evaluative and social activities as well as individual counseling. Classes now meeting two days each week include: Psycology of Occupations, Consumer Education and Protection, Human Sexuality, Self Defense or Yoga, Reading, Mathematics, Legal Rights, and Group Counseling.

Support Services: During the last seven weeks of the program, an optional component, Jobs Unlimited, is scheduled on a morning that does not conflict with the regular program. Jobs

Unlimited provides counseling guidance in such areas as systematic job search and interview techniques, as well as labor market information. Students are guided to employment self-sufficiency by a placement specialist and the college's director of creative career development.

Evaluation: Fifty-four percent of the Single Step students have gone on to enroll in academic or career programs; of these, 73 percent have achieved a grade average of C or higher.

HANDICAPPED

Program Title: Six Pence School

Address:
3589 E. Main Street
Columbus, Ohio 43213

Contact Person: Marvin E. Baker

Target Population Characteristics: Six Pence serves children with learning disabilities and the concomitant problems. It is approved by the state for kindergarten through grade eight, but the school is non-graded and accepts most school age students. There is a secondary level program that includes occupational laboratory and a work adjustment program. Most secondary students return to their home schools prior to graduation. There is a program of evaluation, work adjustment, and placement for out-of-school youth, ages seventeen and older.

Sponsorship: It is a private day school, funded mainly by tuition--$3,784 for the lower school and $4,038 in the secondary forms. Financial assistance also comes through donations from individuals, groups, and businesses.

Staffing Pattern: The staff consists of special education (Learning Disabled, Educable Mentally Retarded, and Brain Damaged) teachers, speech and music therapists, a reading and visual training specialist, an industrial arts teacher, motor-training aides, and occupational therapists. Staff student ratio generally hovers around 1:3 with group arrangements varying for different purposes for 1:1 to 1:9, depending upon age and need.

Program Objectives: The primary purpose of the School is to provide short (one year) to intermediate term (two to five) sheltered diagnostic and therapeutic educational experiences for children and youth adults who are unable to achieve expected potential in a conventional educational setting.

Types of Program Activities: Students are placed according to social maturity, psychological evaluations, achievement test results, and mental age. Classes are limited to eight or nine students and are organized at approximate three year age spans into graduating levels and forms. Job situational assessment programs are started in the secondary forms for individual students with more time spent in the occupational experiences as the student matures. Student progress is evaluated formally each nine weeks.

HANDICAPPED

Program Title: South Park High School

Address:
2700 S. Main Street
Winston-Salem, North Carolina

Contact Person: James A. Adams, Superintendent

Target Population Characteristics: South Park High School is for students with special needs and provides individualized prescriptive teaching to strenthen academic performance and emphasize life adjustment skill development and securing gainful employment.

Sponsorship: South Park High School is under the jurisdiction of the Winston-Salem/Forsyth County School System.

Staffing Pattern: Staffing at South Park High School is noted for its low student-teacher ratio.

Program Objectives: The two general objectives of this program are life-adjustment and gainful employment. Development and cultivation of a good self-concept is a major part of the process of achieving these two objectives.

Types of Program Activities: Students are assigned classes in language arts, mathematics, occupational information, health and physcial education. They may elect to take either art or music or both. Vocational training in a job area is selected by the student after a program of orientation, in both the classroom and counseling sessions. The simulated job training offers instruction in skills necessary for any job. These skills include employer-employee relationships, following directions, punctuality, and task completion.

Support Services: Vocational Rehabilitation personnel work with students and faculty in planning implementing prescriptive programs for each student.

Evaluation: Students completing the program at South Park will usually find jobs in semi-skilled and unskilled areas of employment and probably will not continue in any post-high school training.

HANDICAPPED

Program Title: Special Education Program

Address:
Waldo Regional Vocational Center
R.F.D. 2
Belfast, Maine 04915

Contact Person: Charles H. Boterf, Vocational Administrator

Target Population Characteristics: Program participants are handicapped youth.

Sponsorship: The program is sponsored by the Bureau of Vocational Education.

Program Objectives: Goals of the program are to:

1. help each student meet his/her potential in academic subjects geared to major life needs
2. help the student recongnize his/her abilities and limitations and to use them in developing a healthy self-concept
3. give each student the opportunity to learn and understand his/her duties, rights and privileges as a citizen
4. teach the skills, attitudes and habits necessary for him/her to take his/her place in the world of work

The objectives reflect the philosophy of the program which is to aid handicapped youth in becoming well adjusted and self supporting members of their community. It is felt that both the community and the school have the responsibility to educate these youth. It is felt that since handicapped youth profit from real experiences, they require different techniques of teaching.

HANDICAPPED

Program Title: Special Handicapped Occupational Education

Address:
Board of Cooperative Educational Services
Second Supervisory District of Suffolk County
201 Sunrise Highway
Patchogue, New York 11772

Contact Person: Eugene J. Masucci, Administrator

Target Population Characteristics: The program serves approximately 640 students ages 12-21 with the following handicapping conditions: Educable Mentally Retarded (EMR); emotionally disturbed; neurologically impaired, learning disabled; learning adjustment, and physically handicapped.

Sponsorship: The program operates at two facilities, to which the sending school district pays $2,200 per client.

Staffing Pattern: One career center is staffed by a principal, an assistant principal, a nurse, and 19 teachers (serving 380 students); the other is staffed by a principal and 9 teachers (serving 260 students). Auxiliary personnel include four secretaries, an account clerk, and three and one-half custodial employees.

Program Objectives: The objectives of the program are:

1. to assist handicapped secondary students in testing, exploring, and selecting occupational subjects
2. to provide Occupational Education (OE) instructional programs equal in staff, facilities, equipment and supplies to the regular OE programs
3. to provide quality instruction which leads to regular employment, a higher education program, or employment in a sheltered workshop
4. to provide students with exposure to, and training within, various occupational areas with an emphasis on special educational teaching techniques.

Types of Program Activities: The student's instructional day consists of academic instruction and two and one-half hours of occupational education. Phase I (ages 12-14) provides industrial arts type training in five areas and emphasizes eye and hand coordination, five finger dexterity, behavioral modification, and introduction to career awareness. Phase II (ages 14-16) is a trimester exploratory experience where most students experience six to nine occupational areas (of an available total of sixteen) within a two to three year span. Phase III (ages 16-21) is designed for those students who have successfully completed Phase II, or who have been judged to have the proper attitude and behavior characteristics to pursue occupational training, but because of physcial or mental limitations are not yet ready to enter into the regular occupational areas. Phase IV is based on the following resources outside the program including:

1. regular Occupational Education
2. work-study
3. mainstreaming
4. placement in the Association for the Help of Retarded Children
5. placement in Skills Unlimited
6. recommendation to the Office of Vocational Rehabilitation

HANDICAPPED

Program Title: Special Occupational Skills Project-Power Equipment Training for the Handicapped

Address:

Vocational Rehabilitation
Box 1269
2203 W. Thirty-fifth
Austin, Texas 78767

Contact Person: Patrick Loftin, Director

Target Population Characteristics: Mentally retarded clients between the ages of eighteen and twenty-one who possess the skills potential to operate power equipment receive specialized training in order to make them viable competitors in the community job market.

Sponsorship: This program is sponsored by the Texas Education Agency.

Staffing Pattern: The project is directed by a coordinator assisted by two therapist technicians. The staff to client ratio is one to four. Each client receives one-on-one training, a minimum of one hour per week in on-site locations, in addition to the regular one to four ratio classes scheduled daily.

Program Objectives: The staff train sixteen to twenty-five clients (60 percent female) to operate power equipment and promote these clients to advanced training workshops at the Vocational Rehabilitation Center. Project staff are involved in writing eleven task analyses on the operation of power equipment and write and disseminate the "Power Equipment Training Curricula Manual for the Handicapped."

Types of Program Activities: Advanced training workshops are operated via contracts with private industry and are related to woodwork, janitorial and landscaping work. In fulfilling these contracts, trained clients learn to use radial arm saws, table saws, band saws, power mowers, power edgers, commercial vacuum cleaners, and power floor buffers.

HANDICAPPED

Program Title: Special Vocational Program

Address:
Salina Area Vocational-Technical School
2562 Scalan Avenue
Salina, Kansas 67401

Contact Person: Cary Brinegar, Vocational Try-outs Coordinator

Target Population Characteristics: Handicapped students age sixteen and up are recommended to the program from three main sources:

1. Level IV Special Education classrooms
2. Vocational Rehabilitation
3. high school counselors who refer disadvantaged youth

Sponsorship: Local unified school district money matched 50/50 to state and federal funds support the program.

Staffing Pattern: Staff consists of an on-campus special education teacher, a vocational evaluator, two educational interpreters for the deaf, a job placement/program coordinator, and two vocational try-outs coordinators.

Program Objectives: The general purpose of the project is to provide high school and post-high school age handicapped individuals with a variety of pre-employment that prepare them for gainful employment.

Types of Program Activities: After evaluation, students receive orientation in areas such as auto body, welding, aircraft assembly, food service, offset printing, and diesel mechanics. When the student is ready for a training program, there are three types available through the program. There are regular training programs such as drafting which is two years in length. Modified training programs such as production welder are offered. Short term training programs, nine-week courses, are available. After the worker is placed on a job, the placement coordinator visits the place of employment as necessary.

HANDICAPPED

Program Title: Survival Skills Center

Address:
Suite 911 - Anderson Building
Twelfth and O. Streets
Lincoln, Nebraska 68508

Contact Person: Gary Meers, Director

Target Population Characteristics: Individuals who seek or need the assistance of the Survival Skills Center have been identified as the structurally unemployed by agencies funded by the Comprehensive Employment and Training Act (CETA). These individuals have underlying problems which have complicated their attempts to obtain and hold a job for any length of time. These problems may be due to a lack of adequate work experience or basic communication skills, or failure to complete a training program.

Sponsorship: The Survival Skills Center is sponsored by CETA and the University of Nebraska at Lincoln.

Staffing Pattern: There are four fundamental staff components: director, assistant director, line staff and support staff.

Program Objectives: The five program objectives are as follows:

1. to provide instruction, training and counseling in basic survival skills by integrating a strong and uniform system that will create positive and stable behavioral growth
2. to develop employment, and demonstrate an individualized human service model that will enable clients to acquire competencies for utilization in home, work and/or school environments
3. to identify, develop and/or modify instructional materials and counseling strategies which are suitable to the needs of the clients served
4. to explore life and career opportunities with the client
5. to develop for the clients a workable referral strategy for the effective utilization of community service agencies.

Types of Program Activities: The program provides service in such activities as: instruction in reading, math and English, career exploration/orientation, job/school support, job-seeking skills, job-holding skills, preparation for a General Education Development (GED) certificate, daily living skills, crisis counseling/management, client advocacy and coordination among agencies. Counseling and instruction form the method of delivery of service and are the core of the program. The integration of counseling and instruction has been found to be the most effective way to serve clients and has resulted in better utilization of the staff.

Support Services: Inter-agency cooperation is a major element in this program and on-going communication with other agencies is stressed in order to avoid the "shopper" syndrome, i.e. a process in which clients go from agency to agency to receive maximum services without the clients ever having to address their fundamental problems.

Evaluation: The following four steps comprise the strategy for evaluation and include:

1. determine and include: what information is required by the funding sponsor
2. determine if the information required by the sponsor also meets the needs of the survival skills program and staff
3. determine a method for gathering evaluation information
4. determine if the information gathered is accurate, complete analysis and reports

Program Title: Training Thru Placement, Inc.

Address:
65 Wild Street
Providence, Rhode Island 02904

Contact Person: Ronald L. DiOrio, President

Target Population Characteristics: This private, nonprofit agency provides a continuum of services which stress the personal growth and individual development of handicapped adults throughout the state of Rhode Island. The agency operates as a corporation and provides a sequence of rehabilitative programs which address the vocational, recreational/educational, and residential needs of its clients.

Sponsorship: Programs are presently multi-funded through grants from the Department of Mental Health, Retardation, and Hospitals (Division of Retardation and Division of Mental Health), the Rhode Island Foundation, special grants from the Office of Manpower Development (State Comprehensive Employment and Training Act agency), and subcontracts from local school departments.

Staffing Pattern: The executive director is assisted by eight full-time and three part-time staff members.

Program Objectives: The overall objective of this program is to successfully place handicapped adults into competitive employment. The agency also sponsors the Continued Socialization Program (CSP) which is a therapeutic recreational program designed to encourage the handicapped adult to become:

1. aware of the community and its offerings
2. a participant in those offerings, be they practical, recreational, or educational
3. a responsible employee by developing interpersonal socialization skills and by providing economic motivation for continuing employment, so that job retention is the natural result of initial placement

Types of Program Activities: Placement-related activities include referring clients from private and public rehabilitation, and/or educational facilities and agencies and conducting pre-placement assessment of work skills. Following this initial evaluation, staff reviews recommend an individualized vocational education treatment plan. This plan includes appropriate placement, personal counseling, and job supervision.

Support Services: There are four auxiliary programs which include:

1. mother's group, which meets monthly, for mothers of handicapped young adults
2. counseling program for preliminary evaluation and needs assessment of each SCP participant
3. mental health clearinghouse, a social service delivery system
4. for the summer, a program to provide career development for developmentally disabled individuals between the ages of 14 and 21

Evaluation: During fiscal year 1976-77, 472 employer contacts resulted in 111 placements.

HANDICAPPED

Program Title: Vocational Assessment Center

Address:
4345 Fifty-fourth Street
San Diego, Claifornia 92115

Contact Person: Gwen Hutchinson

Target Population Characteristics: Students in special education classes and all handicapped students at the secondary level in the San Diego City School are provided with vocational planning/programming services through the Center. For students who cannot be appropriately assessed there, the Center subcontracts with Sharp Rehabilitation Center.

Sponsorship: The project is funded by Vocational Education Act monies for handicapped students.

Staffing Pattern: The master plan for the Center calls for four full-time and one half-time rehabilitation counselors as well as inservice for special and regular education teachers, vocational education and regional occupational program teachers. The accessment center also includes resource specialists, district counselors, and related personnel.

Program Objectives: The goals of the program are to increase opportunities for participation of handicapped students in prevocational/vocational education in a planned sequential and systematic process and to develop in selected students the abilities and attitudes necessary for them to function in vocational courses and/or work experience programs.

Types of Program Activities: The regular educational and vocational curriculum incorporates a program for the handicapped that addresses self-concept, dealing with feelings (positive/negative), coping skills, and self-acceptance.

Support Services: Extensive involvement of parents and the community is incorporated within the system to cooperatively assist the prevocational/vocational plans and the vocational aspirational needs of students.

Program Title: Vocational Education Program for Adolescents with Epilepsy

Address: Department of Education
811 W. Lanvale Street
Baltimore, Maryland 21217

Contact Person: Nancy Rini, Project Facilitator

Target Population Characteristics: This special program has been established for fourteen to eighteen year old students with seizure disorders who are potential vocational education students or those already enrolled in vocational education courses.

Sponsorship: Funding is provided by state, local, and federal agencies.

Staffing Pattern: A project specialist directs the program assisted by counselors. An educational program directed at school-based counselors, rehabilitation counselors, and teachers in vocational education programs is sponsored by the Epilepsy Association of Central Maryland.

Program Objectives: Goals of the program are to:

1. identify students with epilepsy within the schools
2. provide in-service training for teachers
3. place epileptic students in appropriate vocational programs
4. provide medication to make students as seizure free as possible
5. prepare epileptic students to enter the world of work

Types of Program Activities: Identified adolescents are evaluated by the Maryland Rehabilitation Center. This intensive three-week in-depth evaluation is used as the basis to prepare educational plans for each individual for the ensuing school year. Summer work-study programs and on-the-job training programs in conjunction with individual, family, and vocational counseling prepare clients for job placement. The program also provides follow-up help with employers.

Support Services: Support services are provided by divisions of the Maryland State Department of Education, divisons of the Baltimore City Public Schools, John Hopkins Hospital, and the Mayor's Office of Manpower Resources.

HANDICAPPED

Program Title: Vocational Evaluation/Programming Lab

Address:
McKinley Center
Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

Contact Person: Alice E. Kudlata, Career Education Coordinator

Target Population Characteristics: This Lab is addressed to students already authorized for Mentally Retarded programming who are at least sixteen years of age and are in the second semester of their junior year in high school. They must show evidence of attitudes and preliminary occupational readiness skills conductive to maintenance of attendance and effort during vocational evaluation. Also they must have successfully completed a course in career survey and skills and have completed or be concurrently enrolled in the finding employment course. Students need parent, school, and program approval for Vocational Lab participation.

Sponsorship: The Lab is sponsored by the Division of Exceptional Education and Supportive Services fo the Milwaukee Public Schools.

Staffing Pattern: The staff for the lab consists of secretarial personnel, certified exceptional education teachers, vocational education teachers, vocational work evaluators, work adjustment specialists, supportive services personnel, and specialized paraprofessionals.

Program Objectives: The purpose of the Lab is to supplement and enhance the instructional efforts within the school environment, to offer students a comprehensive vocational evaluation with resulting appropriate programming options, and to better prepare students for effective post-school employment and responsible independence.

Types of Program Activities: The Lab consists of three components: work sample assessment; situational assessment; and classroom programming. Six to twelve full-day weeks (a half-day program can be authorized) is the average time for the vocational evaluation process. The assessment instruments consist of the material and tools of the trades relating directly to occupational clusters. The situational assessment is a hands-on evaluation that includes work tolerance, attitudes, behaviors, and general readiness. Programming authorizes the student to attend one or more or seven full or half-day programs listed below under "Support Services."

Support Services: After evaluation, the following options are available to students:

1. job seeking activities resulting in appropriate full-time employment
2. paid on-the-job training within school system or community
3. non-paid on-the-job experiences within school system or community
4. appropriate placement in career specialty program with support as needed
5. extended occupational adjustment and specific skill training at the McKinley Center
6. full or half-day return to home school for further prevocational preparation
7. occupational adjustment and specific skill training at a community agency

HANDICAPPED

Program Title: Vocational Evaluation and Supportive Services for Handicapped Youth--Exploration, Evaluation and Adjustment

Address:
Penta Skill Center
Penta County Vocational School
30335 Oregon Road
Perrysburg, Ohio 43551

Contact Person: Lousie Fought, Director

Target Population Characteristics: In 1978 this six-year-old program served 384 students, 235 of whom were evaluated as Educable Mentally Retarded (EMR). Vocational programs were provided for students in six other primary-handicap classifications, but none were deaf or visually handicapped.

Sponsorship: Funding is provided by the state of Ohio ($81,013) and sixteen cooperating school districts ($14, 296).

Staffing Pattern: The professional staff of the program includes a supportive services coordinator, a chief evaluator a vocational psychologist, a speech and hearing therapist, and evaluation technician, an evaluation aide, and an adjustment aide.

Program Objectives: Based on nineteen measurable objectives addressed primarily to EMR students, the school attempts to meet special needs of students through special programs, regular vocational education, and adult education, assisted by a comprehensive Support Services Program. Vocational evaluation is used with all students suspected of having a handicap and the information from this is used in the selection of a vocational program for them.

Types of Program Activities: Remedial academic instruction in math and communication skills, vocational programs in carpentry, appliance repair, welding, food service, printing, distributive education, auto service maintenance, and masonry are some of the courses available at the Center. Courses are incorporated into the comprehensive program that included work exploration, evaluation and adjustment, vocational training and remedial development, job preparation, work study, and job placement. Preliminary student evaluation data, including case studies, is available.

Support Services: A wide variety of supportive services are provided by twenty community agencies.

HANDICAPPED

Program Title: Vocational Project for Handicapped and Disadvantaged Students

Address: Edwardsville Community Unit School District #7
708 St. Louis Street
Edwardsville, Illinois 62025

Contact Person: Roy Olive, Superintendent

Target Population Characteristics: Secondary level students in Special Education classes; i.e., educable mentally impaired, visually impaired, hearing impaired, physically or otherwise health impaired.

Sponsorship: The project is sponsored by the Illinois Office of Education, Department of Adult, Vocational, and Technical Education (IOE/AVTE).

Staffing Pattern: Project staff includes Project Director, Special Education Coordinator, Project Secretary, Substitute Teachers, Dissemination Coordinator, Instructional Aide, Consultants, and an Auditor. Through mini-grants, teachers and counselors have developed in-service programs, individualized instructional materials, and other resources to use in vocational programs.

Program Objectives: The four program objectives are as follows:

1. to serve, The four program objectives are as follows: as a diffusion center of processes, products and services for six identified school districts
2. to develop and disseminate materials and products supportive of the in-service, technical assistance, and diffusion function to districts throughout the state
3. to meet the needs of students through further development and expansion of vocational programs and services involving the guidance and counseling staff
4. to further develop and implement an in-service program to sensitize faculty to the needs of these students

Types of Program Activities: Specific expansions of the vocational program under this project include vocational courses in: distributive education, diversified occupations, office occupations, social occupations, survival living, sewing for fun and profit, technical illustrations, blueprint reading, general business, practical law, and a home-economics-related special work experience program. On-going staff development is provided by scheduled programs, workshops, conferences and materials and products available on a statewide basis.

Support Services: Identifying handicapped and disadvantaged students involves the entire faculty. In addition to project staff, District #7 has a vocational director, vocational counselor, special education director and programs coordinator, psychologist, social worker, nurse, counselors, and many other professionally trained specialist teachers taking part in the project.

HANDICAPPED

Program Title: Vocational Student Appraisal Program for the Handicapped

Address:
Edinburg Consolidated Independent School District
Edinburg, Texas 78539

Contact Person: Jim Schulz, Coordinator of Federal Programs

Target Population Characteristics: Participants are middle and high school students between the ages of fifteen through twenty-one who meet eligibility criteria for special education programs. Program participants additionally must meet Texas rehabilitation criteria as follows: functional limitations, whether mental or physical, which interfere with their ability to obtain, retain, or maintain employment. Additional characteristics require that the individual does not possess intellectual ability to graduate through mainstream education.

Sponsorship: The program is sponsored by the Department of Occupational Education and Technology, Texas Education Agency, Exemplary and Innovative Programs.

Staffing Pattern: The program is staffed by a vocational appraisal counselor,a vocational supervisor (5 percent time), and a vocational administrator (5 percent time).

Program Objectives: The major program objective is to graduate from high school eighty-five percent of the handicapped students enrolled in vocational programs for the handicapped by:

1. developing a vocational appraisal system which will identify students' aptitude, interest, and motivation to succeed in pre-employment shops
2. implementing group and individual counseling and career
3. maintaining referral through the use of inservice programs
4. developing a vocational diagnostic appraisal method

Types of Program Activities: Program activities include: identification of students with handicapping conditions, student referral to appropriate programming activity level, utilization of appropriate standardized aptitude tests and interest inventories, evaluation of Vocational Education for Handicapped programs with appropriate instrumentation, group and individual career guidance and counseling, inservice teacher instructional programs, and development of simulated shop and instructional programs.

Support Services: Supportive services consists of individual and group career guidance and counseling for program participants. Teachers also receive inservice instruction from vocational appraisal counselors in concert with vocational instructors, academic instructors and counselors.

Evaluation: Written appraisal of program participants; attainment and successful matriculation provided by vocational assessment counselor are used to evaluate the program. Also, enrollment and completion data are maintained and submitted to the vocational administrator.

HANDICAPPED

Program Title: Vocational Training for Deaf Adults

Address:
New York City Community College
300 Jay Street
Brooklyn, New York 11201

Contact Person: Fannie Eisenstein, Associate Dean of Division of Continuing Education and Extension Services

Target Populations Characteristics: The deaf students in these programs are representative of an urban metropolitan area in terms of race, religion, ethnic group and age. Some are employed full-time, others come directly from high school, a few are returning to gainful employment from housekeeping activities; all come to upgrade their skills or to learn new skills.

Sponsorship: Funds are provided by the Vocational Education Act Amendments (VEA) of 1968, administered by the New York State Education Department.

Staffing Pattern: The instructors for these courses may be either hearing-impaired or hearing individuals. They all have previous experience or training in the education and/or counseling of hearing impaired people. All classes are conducted in total communication. Inservice seminars for instructors, tutors, and counselors are conducted all during the year to keep the staff current in educational and rehabilitation issues in deafness.

Program Objectives: Objectives of the program are to:

1. give hearing impaired adults access to fields of employment which have been restricted as a result of bias and absence of educational opportunities
2. commit the resources of a major urban community college to the needs of the handicapped and assist faculty in the development of the necessary new educational techniques
3. establish liaison with agencies, organizations, and employers to facilitate job placement and to provide feedback for curriculum development

Types of Program Activities: Students may choose one of two tuition-free programs: clerical program (typing, record keeping, office machines, English, occupational counseling, and job placement) or technical program (electronic repair and maintenance, English). Students attend classes two evenings a week for thirty weeks. Each student has the option of attending eight hours per week. Courses are held for one or two sessions per week. Each session is two hours long.

Support Services: Central to the programs is the close cooperation of the College's Departments of Accountancy. Secretarial Science, and Electrical technology. They provide curricula outlines, help to plan the program and act as advisory staff to these programs.

HANDICAPPED

Program title: Vocational Varying Exceptionalities (VVE)

Address:
Gainesville High School
1900 N.W. Thirteenth Street
Gain
Gainesville, Florida 32601

Contact Person: Bob Jones

Target Population Characteristics: The high school program is designed to help mentally retarded, emotionally handicapped, and other exceptional students acquire employability skills.

Sponsorship: The program generates its own funding through a weighted full-time equilvalent formula.

Staffing Pattern: The VVE faculty consists of six teachers and four paraprofessionals.

Program Objectives: The program provides work skills and placement services to handicapped students.

Types of Program Activities: An innovative activity in the "tool technology" instructional area, called Project MIND, provides training in the use of the most common hand tools. This is accomplished through the use of hands-on tasks on specially designed simulators, and the use of audio-visual techniques. The approach provides basic tool skills necessary for success in regular vocational programs, and for entry level positions in a large number of occupations. When the instructor determines that a student is ready to work, the instructor locates a job the student can handle. Two-thirds of these students are placed through the direct effort of the instructor; one-third are placed with the aid of agencies. Ninety percent of the seniors are employed.

Support Services: Comprehensive Employment and Training Act (CETA), Division of Vocational Rehabilitation, and the National association for Retarded Children help to provide placement.

Evaluation: Ninety-five percent of these exceptional students complete the school programs Eighty percent of the graduates that have completed the program are still on jobs.

HANDICAPPED

Program Title: Vocational Village High School

Address: 5040 S.E. Milwaukie
Portland, Oregon 97202

Contact Person: George Nordling, Principal

Target Population Characteristics: The high school serves a select group of students who are academically, socio-economically, and culturally disadvantaged, and/or emotionally and/or physically handicapped. The population of approximately 250 students is fairly evenly dividied between girls and boys from sixteen to twenty-one years of age. About fifteen percent are minority students.

Sponsorship: The program is partially funded (twelve percent) by the State Department of Education.

Staffing pattern: The staff consists of twenty teachers, one counselor, one social worker, one work experience coordinator, three instructional aides, clerical and secretarial staff, administrative assistance, and the principal.

Program Objectives: The three main goals of the school are to:

1. provide students with entry-level skills in the job market
2. enable students to graduate from high school with a regular diploma
3. enable students to prepare for the General Education Development (GED) examination

Types of Program Activites: Vocational Village offers eight career clusters (industrial mechanics. electricity, graphics, foods, metals, office occupations, health occupations, and marketing) as well as the necessary academic classes required for a regular high school diploma. Instruction is individualized and competency based through the use of job sheets. This allows students open-entry, open-exit and enables them to proceed at their own pace. The day school operates from 8:15 a.m. until 2:15 p.m. There is also an evening program from 4:30 p.m. to 8:00 p.m. for older students who work during the day.

MIGRANTS

Program Title: Academic Credit Exchange Program

Address:
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Contact Person: Raul de la Rosa, Supervisor
Migrant Education

Target Population Characteristics: The program serves migrant youth that are or above eighth grade level. The majority of students involved in the program are of Mexican-American descent. There are currently sixteen school districts involved in the program.

Sponsorship: State funding operates the program through Elementary and Secondary Education Act Title I migrant funds.

Staffing Pattern: The project is staffed on a part-time basis by the regular teaching staff from the district. Teachers are hired to teach basic courses such as English, mathematics, social studies, science, and physical education. One staff member serves as "head teacher" and performs a variety of tasks including: scheduling, supervision, contact with home schools and with home contact workers. Classroom aides are a vital part of the program operation. It is necessary for staff to be bilingual due to the fact that many of the students speak Spanish but no English.

Program Objectives: Goals of the program are to:

1. recruit secondary migrant students who have been attending high schools in other states or areas of Washington and would otherwise not re-enroll in school
2. re-enroll these students in alternative afternoon or evening classes
3. correlate the students' high school schedule with that of their home school
4. transfer the students' completed high school credits to their home school

Types of Program Activities: State recruitment staff and local district home visitors work to inform students about the program through the use of posters and brochures. Students receive instruction in English, English as a second language, mathematics, social science and physical education. The student teacher ratio is ten to one or less. Parent involvement is encouraged through the development of a Parent Advisory Council.

Support Services: A contact worker is employed to maintain continuous communication with students and their families.

Evaluation: National data indicate that migrant youth rank first in number of high school dropouts. The Academic Credit Exchange Program reported a dropout rate of 2.5 percent.

MIGRANTS

Program Title: Learn and Earn Program

Address:
Florida Department of Education
Regional Offices of Compensatory Education
Region V
2880 W. Oakland Park Boulevard
Fort Lauderdale, Florida 33311

Contact Person: Clarence Jackson, Consultant

Target Population Characteristics: A total of 395 students were served within the eight counties of Region V conducting the program during the fiscal year of 1977-78. The population served included sixty to eighty percent Hispanics: ten to twenty percent Black (non-Hispanic); and five to ten percent White (non-Hispanic). The students served are migrant youth thirteen years of age or older.

Sponsorship: The program is federally funded and implemented in various county school districts.

Staffing Pattern: Learn and Earn Units are staffed with one teacher and one teacher assistant.

Program Objectives: The program was developed to provide migrant students with a variety of vocational options.

Types of Program Activities: Students are presented with activities to increase their career awareness; and help them to learn employability skills, salable job-entry skills; and decision making skills. Additional areas of concern are enhancing self-awareness and self concepts, improving communication and math skills, an awareness of the world of work, and values clarification. The program activities also allow students to earn supplementary incomes. Students are provided with an individualized instructional program based on particular needs and interests.

Students are involved in selecting the courses which they will study. Modules are developed to arrange the course into smaller segments to enhance learning. Students are provided instruction in consumer education; locating, applying for, securing, and maintaining a job; career education, and human relations and self-actualization. Students can receive on-the-job training for a maximum of ten hours per week.

Specific performance objectives are written for the students with procedures for reaching the goals outlined. An evaluation process is designed to measure the attainment of the written objectives. Students are evaluated by use of teacher and employer assessments, review of Student Achievement Profiles and Employers/Trainee Evaluation Form.

A needs assessment is done to identify staff development needs of teachers and design a program to meet the needs. Training for teachers may include administrative aspects or record keeping, report writing, and the specifics of providing educational services to migrant youth.

Support Services: Teachers initiate contact with community agencies as services are needed by students.

C. KEY AGENCIES AND ORGANIZATIONS

The listing of key agencies and organizations includes names and addresses of appropriate agencies and organizations that can provide information and assistance to vocational education practitioners who work with special needs learners. The agencies and organizations are presented in alphabetical order and grouped according to the specific subpopulations they serve.

The lists compiled are not all inclusive but are representative of agencies and organizations responsive to the educational and vocational needs of special needs subpopulations. The agencies and organizations listed serve the following special needs subpopulations:

- American Indians
- Appalachian White
- Asian American
- Bilingual
- Black American
- Corrections
- Gifted and Talented
- Handicapped
- Hispanic
- Migrant

The agencies and organizations were identified through a review of resource guides; and contact with consultants, agencies, and practitioners in the field.

Ethnic/Racial Minorities - AMERICAN INDIANS

Acoma Pueblo
P.O. Box 64
San Fidel, New Mexico 87049

All-Indian Pueblo Council
1000 Indian School Road, N.W.
Albuquerque, New Mexico 87107

American Friends Service
160 North Fifteenth Street
Philadelphia, Pennsylvania 19107

American Indian Business Association
1124 West Granville
Chicago, Illinois 60660

American Indian Center
475 Cedar Street
St. Paul, Minnesota 55102

American Indian Center
1114 West Sixth Street
Sioux City, Iowa 51103

American Indian Center
738 West Sheridan Road
Chicago, Illinois 60613

American Indian Center
3060 Sixteenth Street
San Francisco, California 94118

American Indian Club
Box 261
Willimantic, Connecticut 05226

American Indian Foundation
205 West Wacker Drive
Chicago, Illinois 60606

American Indian Information and Action Group
1414 North Twenty-Seventh Street
Milwaukee, Wisconsin 53208

American Indian Scholarships, Inc.
P.O. Box 1106
Taos, New Mexico 87571

Americans for Indian Opportunity
Plaza Del Sol Building
600 Second Street, N.W.
Suite 403
Albuquerque, New Mexico 87102

Arapahoe Tribes
P.O. Box 217
Fort Washakie, Wyoming 82514

Blackfeet Tribe
P.O. Box 850
Browning, Montana 59417

Bureau of Indian Affairs
1951 Constitution Avenue, N.W.
Washington, D.C. 20245

Bureau of Indian Affairs
Haskell Indian Junior College
Lawrence, Kansas 66044

Bureau of Indian Affairs
Jicariuz Apache Tribe
Department of Education
Duke, New Mexico 87528

Bureau of Indian Affairs
Office of Indian Education Programs
Indian Education Resources Center
Box 1788
Albuquerque, New Mexico 87103

Center on Urban and Minority Affairs
955 South Western Avenue
Los Angeles, California 90006

Cherokees of Oklahoma
Bureau of Indian Affairs
Tahlequah Agency
P.O. Box 459
Tahlequah, Oklahoma 74464

Cheyenne and Arapahoe Tribes
P.O. Box 38
Concho, Oklahoma 73022

Chickasaw Nation
6033 Glencove Place
Oklahoma City, Oklahoma 73132

Coalition of Indian Controlled School Boards
811 Lincoln, Suite 4
Denver, Colorado 80203

Coalition of Native Tribes
232 North Charter Street
Madison, Wisconsin 53706

Coeur D'Alene Tribe
Plummer, Idaho 83851

Colorado River Tribes
Route 1, Box 23-B
Parker, Arizona 84344

Colville Tribes
P.O. Box 150
Nespelem, Washington 99155

Committee for Indian Youth
2639 University Avenue
St. Paul, Minnesota 55114

Confederated Salish and Kootenai Tribes
Tribal Credit Department
Star Route
Dixon, Montana 59381

Confederated Tribes of Warm Springs
P.O. Box 548
Warm Springs, Oregon 97761

Crow Tribe
Crow Indian Agency
Crow Agency, Montana 59022

Department of Higher Education
Navajo Division of Education
P.O. Drawer S
Window Rock, Arizona 86516

Five Civilized Tribes Loans
Muskogee County Indian Credit Association
Muskogee Area Office
Muskogee, Oklahoma 74401

Fort Mohave
P.O. Box 798
Needles, California 92363

Fort Peck Tribes
P.O. Box 1027
Poplar, Montana 59255

Gila River Community Council
P.O. Box 97
Sacaton, Arizona 85247

Hoopa Valley Tribe
P.O. Box 817
Hoopa, California 95546

Hualapai Tribe
P.O. Box 168
Peach Springs, Arizona 86434

Illinois Indian Training and Employment Program
1124 West Granville
Chicago, Illinois 60660

Indian Center
722 North Beacon
Dallas, Texas 75214

Indian Center
1900 Boren Avenue
Seattle, Washington 98101

Indian Center
2600 Church Street
Cleveland, Ohio 44113

Indian Center
727 Hennepin
Minneapolis, Minnesota 55440

Indian Center
600 South New Hampshire
Los Angeles, California 90005

Indian Center
225 Valencia
San Francisco, California 94103

Indian Center
376 North First Avenue
Phoenix, Arizona 85003

Indian Community Center
2308 South Balfour Boulevard
Spokane, Washington 99206

Indian Community Center
2308 South Balfour Boulevard
Spokane, Washington 99206

Indian Community Center
1957 Farnum
Omaha, Nebraska 68131

Indian Guidance Center
1718 Third Street, North
Minneapolis, Minnesota 55404

Indian Health Service Headquarters
5600 Fishers Lane
Rockville, Maryland 20852

Indian Higher Education Consortium
1626 High Street
Denver, Colorado 80203

Indian Opportunity Center
1433 N.W. Fifth
Oklahoma City, Oklahoma 73106

Indian Opportunity Center
555 Constitution Avenue
Norman, Oklahoma 73069

Indian Student Association
University of Minnesota
Minneapolis, Minnesota 55455

Indian Studies Center
1817 East Baltimore Street
Baltimore, Maryland 21231

Indian Youth Council
Box 892
Gallup, New Mexico 87301

Indian Youth Council
Box 118
Schurz, Nevada 89427

Institute for the Development of Indian Law
925 Fifteenth Street, N.W., Suite 200
Washington, D.C. 20005

Kalispel Tribe
Box 38
Usk, Washington 99180

Laguna Pueblo
Box 184
Laguna, New Mexico 87026

Lower Brule Sioux Tribe
Lower Brule, South Dakota 57548

Major's Task Force
1927 Second Avenue
South Minneapolis, Minnesota 55411

Mescalero Apache Tribe
Box 176
Mescalero, New Mexico 88340

Mid-American All-Indian Center
650 North Seneca
Wichita, Kansas 67203

Minnesota Chippewa Tribe
Education Division
Box 217
Cass Lake, Minnesota 56633

Mississippi Bank of Choctaws
Tribal Office Building
Route 7, Box 21
Philadelphia, Mississippi 39350

Mother Butler Indian Center
Box 788
Rapid city, South Dakota 57701

National Advisory Counsel on Indian Education
425 Thirteenth Street, N.W.
Suite 326
Washington, D.C. 20004

National Congress of American Indians
1430 K Street, N.W.
Washington, D.C. 20005

National Indian Brotherhood
130 Albert Street 610
Ottawa, Ontario KIP 5G8
Canada

National Indian Education Association
1115 Second Avenue, South
Minneapolis, Minnesota 55403

National Indian Training and Research Center
2121 South Mill Avenue
Suite 204
Tempe, Arizona 85212

National Indian Youth Council
3102 Central Avenue, S.E.
Albuquerque, New Mexico 87107

National Indian Youth Council
201 Hermosa, N.E.
Albuquerque, New Mexico 87108

National Tribal Chairmen's Association
1701 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Native American Committee
1362 West Wilson
Chicago, Illinois 60640

Native American Rights Fund
1506 Broadway
Boulder, Colorado 80302

Native American Student Association
Ft. Steilacoom Community College
P.O. Box 99186
Tacoma, Washington 98499

Native American Task Force for Vocational Education
1626 High Street
Denver, Colorado 80218

Nez Perce Tribe
Nez Perce Tribal Executive Committee
Box 305
Lapwai, Idaho 83540

Northern Cheyenne
Box 128
Lame Deer, Montana 59043

Office of Indian Opportunity Referral Center
1410 East Forty-Sixth Street, North
Tulsa, Oklahoma 74126

Oglala Sioux Tribe
Box 468
Pine Ridge, South Dakota 57770

Papago Tribe
P.O. Box 837
Sells, Arizona 85634

Pojoaque Pueblo
Route 1, Box 71
Santa Fe, New Mexico 87501

Pyramid Lake Paiute Tribe
P.O. Box 256
Nixon, Nevada 89424

Quinault Tribe
Box 1118
Taholah, Washington 98587

Rapid City Indian Service Council
201 Wright Street
P.O. Box 2029
Rapid City, South Dakota 57709

Seminole County Indian Credit Association
P.O. Box 1060
Wewoka, Oklahoma 74884

Seneca Nation
P.O. Box 350
Salamanca, New York 14779

Shoshone Tribe
P.O. Box 217
Ft. Washakie, Wyoming 82514

Shoshone-Bannock Tribes
P.O. Box 203
Ft. Hall, Idaho 83203

Society for American Indian Studies
P.O. Box 443
Hurst, Texas 76053

Southwest Association, Indian Affairs
Box 1964
Santa Fe, New Mexico 87501

Southwestern Indian Polytechnic Institute
Box 10146
Albuquerque, New Mexico 87114

Southwestern Michigan Indian Center
204 Crescent Street
Watervilet, Michigan 49098

Special Education
Navajo Division of Education
Box 308
Window Rock, Arizona 86515

Spokane Tribe
P.O. Box 389
Wellpinit, Washington 99040

Standing Rock Sioux Tribe
Bureau of Indian Affairs
Standing Rock Agency
Ft. Yates, North Dakota 58538

Tulalip Tribe
6700 Totem Beach Road
Marysville, Washington 98270

Umatilla Tribe
P.O. Box 520
Pendleton, Oregon 97801

United Indian Center
435 N.W. Twenty-Second Avenue
Portland, Oregon 97210

United Indians of all Tribes
619 Second Avenue
Seattle, Washington 98101

United Native Americans
2150 Taylor Street
San Francisco, California 94108

United Native Americans
Box 39925
Los Angeles, California 90039

United Scholarship Service
Box 18285
Capital Hill Station
Denver, Colorado 80218

Ute Tribe
P.O. Box 195
Fort Duchesne, Utah 84026

White Mountain Apache
P.O. Box 708
Whiteriver, Arizona 85941

Yakima Nation
P.O. Box 632
Toppenish, Washington 98948

Ethnic/Racial Minorities - APPALACHIAN WHITES

Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325

Appalachian Regional Commission
Education Division
1666 Connecticut Avenue, N.W.
Washington, D.C. 20235

Buckeye Hills-Hocking Valley Regional Development District
Suite 410, St. Clair Building
216 Putnam Street
Marietta, Ohio 45750

Department of Economic and Community Development
P.O. Box 1001
Columbus, Ohio 43216

U.S. Office of Education
Department of Health, Education and Welfare
Seventh & D Streets, S.W.
ROB Building #3, Room 5131
Washington, D.C. 20202

Ohio Appalachian Cooperative for Educational Services
Drawer J
Mt. Orab, Ohio 45154

Ohio Mid-Eastern Governments Association
326 Highland Avenue
P.O. Box 130
Cambridge, Ohio 43725

Ohio Mid-Eastern Regional Education Service Agency
c/o Jefferson County Schools
Courthouse
Steubenville, Ohio 43952

The Ohio Urban Appalachian Council
1015 Vine Street
Cincinnati, Ohio 45202

Ohio Valley Regional Development Commission
740 Second Street
Griffin Hall
Portsmouth, Ohio 45662

South Central Ohio Regional Education Service Agency
c/o Pike County Board of Education
Piketon, Ohio 45661

South Eastern Ohio Regional Education Service Agency
52 University Terrace
Athens, Ohio 45701

American Academy of Asian Studies
134 Church Street
San Francisco, California 94114

Asia Society
112 East Sixth Street
New York, New York 10021

Asian American Librarians Association
c/o Koboyski
113 Eleventh Avenue
San Francisco, California 94118

Asian American Studies Center
Box 24A43
Los Angeles, California 94104

Asian Benevolent Corps
2142 F Street, N.W.
Washington, D.C. 20037

Asian Cultural Exchange Foundation
712 Twelfth Street, N.W.
Washington, D.C. 20001

Association for Asian Studies
One Long Hall
University of Michigan
Ann Arbor, Michigan 48109

Association of Asian American Chambers of Commerce
P.O. Box 2801
Washington, D.C. 20013

Bay Area China Education Project
P.O. Box 2373
Stanford, California 94305

California Institute of Asian Studies
Cultural Integration Fellowship
3494 Twenty-First Street
San Francisco, California 94110

The Center for Far Eastern Studies
The University of Chicago
Kelly Hall 403
5848 University Avenue
Chicago, Illinois 60637

China Institute in America
125 East Sixty-Fifth
New York, New York 10021

Chinese American Citizens Alliance
415 Bamboo Lane
Los Angeles, California 90012

Chinese American Librarians Association
P.O. Box 444
Oak Park, Illinois 60303

Chinese Consolidated Benevolent Association
171 Third Avenue
New York, New York 10003

Chinese Development Council
5 Division Street
New York, New York 10002

Chinese Women's Association
13541 Emperor Drive
Santa Anna, California 92705

Chinese Women's Benevolent Association
22 Pill Street, No. 3
New York, New York 10013

East Asian Journalism Program
Graduate School of Journalism
Journalism Building
Columbia University
New York, New York 10027

Japanese American Citizens League
1765 Sutter Street
San Francisco, California 94115

Korena Cultural Freedom Foundation
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

Pan Pacific and Southeast Asia Women's Association of the USA
5 East Sixty-Sixth Street
New York, New York 10021

Sino-American Amity Fund
86 Riverside Drive
New York, New York 10024

BILINGUALS

Alaskan Native Language Material Development Center
University of Alaska
Rural Education Affairs
2223 Spenard Road
Anchorage, Alaska 99503

Arizona Bilingual Material Development Center
University of Arizona
1434 East Second Street
Tucson, Arizona 85721

Asian American Bilingual Center
Berkeley Unified School District
2168 Shattuck Avenue
Berkeley, California 84074

Asian Bilingual Material Center
Kaufman and Broad Building, Suite 404
10801 National Boulevard
Los Angeles, California 90064

Asian Bilingual Curriculum Development Center
Seton Hall University
4400 South Orange Street
South Orange, New Jersey 07079

Berkeley Resource Center
Berkeley Unified School District
2168 Shattuck Avenue, Second Floor
Berkeley, California 94074

Bilingual Education Program
Houston Independent School District
3830 Richmond
Houston, Texas 77027

Bilingual Education Technical Assistance Center
Tacoma School District #10
P.O. Box 1357
Tacoma, Washington 98401

Bilingual Education Training Resource Center
Institute for Cultural Pluralism
5544½ Hardy Avenue
San Diego, California 92182

Bilingual Materials Development Center
6000 Camp Bowie Road
Fort Worth, Texas 76107

Bilingual Training Resource Center
University of Washington
College of Education
122 Miller Hall
Seattle, Washington 98195

Bilingual Vocational Training Program
Canadian Valley Area Vo-Tech School, District #6
El Reno, Oklahoma 73036

Center for the Study of Evaluation
UCLA Graduate School of Education
145 Moore Hall
Los Angeles, California 90024

The China Institute in America, Inc.
125 East 65th Street
New York, New York 10021

Comprehensive Educational Assistance Center
California State University at Fullerton
800 North State College Boulevard
Fullerton, California 92634

Cross-Cultural Resource Center
California State University, Sacramento
Department of Anthropology
6000 "J" Street
Sacramento, California 95819

Dissemination and Assessment Center
California State University--Los Angeles
5151 State University Drive
Los Angeles, California 90032

Dissemination and Assessment Center
Lesley College and (Fall River Public Schools)
29 Everett Street
Cambridge, Massachusetts 02138

Dissemination and Assessment Center for Bilingual Education
Education Service Center--Region XIII
Program Development Division
7703 North Lamar Boulevard
Austin, Texas 78752

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Federation of Bilingual Training Resource Centers
PWU Station Box 23778
Denton, Texas 76204

Florida Migratory Child Compensatory Program
Migrant Education Section
State Department of Education
Knotts Building
Tallahassee, Florida 32304

Head Start Program
The Administration for Children, Youth and Families
Office of Human Development Services
300 South Wacker Drive
Chicago, Illinois 60606

Integrated Bilingual Demonstration Projects for High Schools
New York City Board of Education
Office of High School
Brooklyn, New York 11201

Bilingual Vocational Training Program
Kuskokwin Community College
Bethel, Alaska 99559

Little Wound School Board, Inc.
Pine Ridge Reservation
Kyle, South Dakota 57752

Merit Center
Temple University
Ritter Hall Annex, Room 434
Broad Street and Montgomery Avenue
Philadelphia, Pennsylvania 19122

Midwest Office for Materials Development
Board of Trustees
University of Illinois
College of Education
Urbana, Illinois 61801

Midwest Resource Center for Bilingual/Bicultural Education
Bilingual Education Service Center
500 South Dwyer Avenue
Arlington Heights, Illinois 60005

Miltilingual-Multicultural Materials Development Center--Californis State
Polytechnic University, Pomona
Office of Teacher Preparation
3801 West Temple Avenue
Pomona, California 91768

The National Center for the Development of Bilingual Curriculum--Dallas
Dallas Independent School District
Nathan Adams School
3700 Ross Avenue
Dallas, Texas 75204

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard
Suite 802
Rosslyn, Virginia 22209

National Materials Development Center for French and Portuguese
168 South River Road
Bedford, New Hampshire 03102

Native American Materials Development Center
407 Rio Grande Boulevard, N.W.
Albuquerque, New Mexico 87103

New England Bilingual Training Resource Center
Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

New England Multilingual-Multicultural Teaching Resource Center
Providence School Department
Summit Avenue School
86 Fourth Street
Providence, Rhode Island 02906

Northeast Center for Curriculum Development
City of New York Board of Education
Community School District #7
778 Forest Avenue
Bronx, New York 10456

Office of Bilingual Education
400 Morgland Avenue, S.W.
Reporter's Building #421
Washington, D.C. 20202

The Office of Bilingual Vocational Education
Room 5026
Seventh & D Streets, S.W.
Washington, D.C. 20202

Pacific Area Languages Materials Development Center
University of Hawaii
c/o Department of English as a Second Language (ESL)
1890 West West Broad
Honolulu, Hawaii 96822

Ramah Navajo Bilingual Vocational Training Project
Adult Education Program
Ramah, New Mexico 87321

Regional Bilingual Training Resource Center
City of New York Board of Education
Center for Bilingual Education
110 Livingston Street
Room 224
Brooklyn, New York 11202

Salisbury Center
Westbury, New York 11590

South Central Bilingual Resource Center
Region XIII Education Service Center
7703 North Lamar Boulevard
Austin, Texas 78752

Southwest Bilingual Education Training Resource Center
The University of New Mexico
College of Education
Albuquerque, New Mexico 87131

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Southwest Regional Laboratory for Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720

Spanish Curricula Development Center
7100 N.W. Seventeenth
Miami, Florida 33147

Texas Association for Bilingual Education
c/o Texas State Teachers' Association
Austin, Texas 78701

University of Southwestern Louisiana Bilingual-Bicultural
Resource Center
University of Southwestern Louisiana
East University Avenue
Lafayette, Louisiana 70504

University of Utah Bilingual Resource Center
Academic Affairs
University of Utah
Salt Lake City, Utah 84112

Ethnic/Racial Minorities - BLACK AMERICANS

A Better Chance, Inc.
1028 Connecticut Avenue, N.W.
Suite 616
Washington, D.C. 20036

Afro-American Cultural Foundation
255 Groves Street
White Plains, New York 10601

American Friends Service Committee
160 North Fifteenth Street
Philadelphia, Pennsylvania 19102

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Association for the Study of Afro-American Life and History
1401 Fourteenth Street, N.W.
Washington, D.C. 20005

Black Affairs Center
1200 Fifteenth Street, N.W.
Suite 508
Washington, D.C. 20005

Black Child Development Institute
1028 Connecticut Avenue, N.W.
Suite 514
Washington, D.C. 20036

Black Christians Education Resources Center
475 Riverside Drive, Seventh Floor
New York, New York 10027

Black Economic Research Center
112 West 120th Street
New York, New York 10030

Black Librarians Caucus
Reference Department
c/o Roosevelt University Library
430 South Michigan
Chicago, Illinois 60605

Black Students Psychological Association
Department of Psychology
University of Massachusetts
Amherst, Massachusetts 01003

Black Women's Association
P.O. Box 193
Pittsburgh, Pennsylvania 15230

Black World Foundation
P.O. Box 908
Sausalito, California 94965

Catholic Scholarship for Negroes
73 Chestnut Street
Springfield, Massachusetts 01103

Caucus of Black Sociologists
Department of Sociology
University of Washington
Seattle, Washington 98195

Center for Educational Research at Stanford
School of Education
Stanford University
Stanford, California 94305

Center for Social Organization of Schools
The Johns Hopkins University
Baltimore, Maryland 21218

Congress of Racial Equality
200 West 135th Street
New York, New York 10030

Council on Interracial Books for Children
1841 Broadway
New York, New York 10023

Follow Through Program
U.S. Office of Education
ROB #3, Room 3642
Seventh & D Streets, S.W.
Washington, D.C. 20202

Graduate Fellowships for Black Americans
National Fellowship Fund
795 Peachtree Street, N.E.
Suite 484
Atlanta, Georgia 30308

Institute of the Black World
87 Chestnut Street
Atlanta, Georgia 30314

Johnson Publishing Company
820 South Michigan Avenue
Chicago, Illinois 60605

Minority Research Center
117 R Street, N.E.
Washington, D.C. 20002

National Alliance of Black School Educators
P.O. Box 22613
Sacramento, California 95831

National Association for African-American Education
East 131st Street
New York, New York 10037

National Association for the Advancement of Black Americans in Vocational Education
218 Lane Hall
Blacksburg, Virginia 24061

National Association for the Advancement of Colored People
1790 Broadway
New York, New York 10019

National Association of Black Manufacturers
1625 I Street, N.W.
Suite 918
Washington, D.C. 20006

National Association of Negro Business and Professional Women's Clubs
1843 Chelan Street
Flint, Michigan 48503

National Association of Vocational Education Special Needs Personnel
54 Langer Circle
West St. Paul, Minnesota 55118

National Black Science Students Organization
City College of New York
133rd Street and Convent Avenue
New York, New York 10031

National Council of Negro Women
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

National Scholarship Service and Fund for Negro Students
6 East Eighty-Second Street
New York, New York 10028

Opportunities Industrialization Centers of America
Green & Coulter Streets
Philadelphia, Pennsylvania 19144

Talent Search--Upward Bound
ROB #3, Room 4642
Seventh & D Streets, S.W.
Washington, D.C. 20202

United Scholarship Service
P.O. Box 18285
Capitol Hill Station
Denver, Colorado 80218

Urban League
55 East Fifty-Second Street
New York, New York 10022

Work Incentive Program
601 D Street, N.W.
Room 5100
Washington, D.C. 20213

CORRECTIONS

Alston Wilkes Society
P.O. Box 363
Columbia, South Carolina 29202

American Association of Correctional Psychologists
Mental Health Research Institute
University of Michigan
Ann Arbor, Michigan 48109

American Association of Wardens and Superintendents
Arizona State Prison
Box 629
Florence, Arizona 85232

American Correctional Association
4321 Hartwick Road
College Park, Maryland 20740

Association of State Correctional Administrators
Department of Offender Rehabilitation
1311 Winewood Boulevard
Tallahassee, Florida 32301

Bureau of Prisons
320 First Street, N.W.
Washington, D.C. 20534

North Central Regional Office
Bureau of Prisons
K.C.I. Bank Building
8800 N.W. 112th Street
Kansas City, Missouri 64153

Bureau of Prisons
Northeast Regional Office
Scott Plaza II
Industrial Highway
Philadelphia, Pennsylvania 19113

Bureau of Prisons
South Central Regional Office
3883 Turtle Creed Boulevard
Dallas, Texas 75219

Bureau of Prisons
Southeast Regional Office
Building No. 300
Greenbriar Office Park
3500 Greenbriar Parkway, S.W.
Atlanta, Georgia 30331

Bureau of Prisons
Western Regional Office
330 Primrose Road, Fifth Floor
Burlingame, California 94010

Commission on Accreditation for Corrections
6110 Executive Boulevard
Suite 750
Rockville, Maryland 20852

Committee for Prisoner Humanity and Justice
1414 Fourth Street
San Rafael, California 94901

Correctional Education Association
Box 40
Huntsville, Texas 77340

Correctional Service Federation--U.S.A.
114 East Thirtieth Street
New York, New York 10016

Court Employment Project
346 Broadway
New York, New York 10013

The Fortune Society
29 East Twenty-Second Street
New York, New York 10010

Friends of the Superior Court
613 G Street, N.W.
Washington, D.C. 20001

Helping Industry Resolve Employment Disabilities (HIRED)
1009 Nicollet Mall
Minneapolis, Minnesota 55403

International Juvenile Officers' Association
1005 West Main Street
St. Charles, Illinois 60174

Missouri Correction Association
12590 Fee Fee Road
St. Louis, Missouri 63141

National Association of Justice
1776 Broadway
New York, New York 10019

National Association of Training Schools and Juvenile Agencies
North Central Avenue
Indianapolis, Indiana 46220

National Clearinghouse on Offender Employment Restrictions
American Bar Association
1705 DeSales Street, N.W.
Suite 600
Washington, D.C. 20036

National Council on Crime and Delinquency
Continental Plaza
411 Hackensack Avenue
Hackensack, New Jersey 07601

National Jail Association
1036 South Highland Street
Arlington, Virginia 22204

National Juvenile Detention Association
2600 East Twenty-Third Street
Topeka, Kansas 66605

National Offender Contact Center
P.O. Box 81826
Lincoln, Nebraska 68501

National Yokefellow Prison Ministry
112 Old Trail N
Shamokin Dam, Pennsylvania 17876

Osborne Association
114 East Thirtieth Street
New York, New York 10016

Re-Entry, Inc.
P.O. Box 815
Anderson, Indiana 46014

Rehabilitation Research Foundation
Box 266
Canton, Missouri 63435

7th Step Foundation
2644 Colerain Avenue
Cincinnati, Ohio 45214

Supported Work Program for Women Offenders
Wider Opportunities for Women
1649 K Street, N.W., Fourth Floor
Washington, D.C. 20006

Transition, Inc.
1150 S.W. Twenty-Second Street
Miami, Florida 33129

Second Chance Halfway House
3901 Kratzville Road
Evansville, Indiana 47710

Volunteer Prison League
340 West Eighty-Fifth Street
New York, New York 10024

Vocational Foundation, Inc.
44 East Twenty-Third Street
New York, New York 10010

Women for Justice
624 West Alabama
Houston, Texas 77006

Women Offenders Resource Center
501 N.W. Twenty-Seventh
Oklahoma City, Oklahoma 73105

Women's Prison Association
110 Second Avenue
New York, New York 10003

GIFTED AND TALENTED

Alliance for Arts Education
John F. Kennedy Center for the Performing Arts
2700 F Street, N.W.
Washington, D.C. 20007

The American Association for Gifted Children
15 Gramercy Park
New York, New York 10003

American MENSA Limited
1701 West Third
New York, New York 10003

The Association for the Gifted
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

California Association for the Gifted
School of Education
California State University at Long Beach
Long Beach, California 90801

California Parents for the Gifted
5521 Reseda Boulevard, Suite 10
Tarzana, California 91356

Commission on Presidential Scholars
400 Maryland Avenue, S.W.
Room 1158
Washington, D.C. 20202

Connecticut Association for the Gifted
Southern Connecticut State College
New Haven, Connecticut 06515

Consultant for Gifted and Talented
Nebraska State Department of Education
233 South Tenth Street
Lincoln, Nebraska 68508

Consultant, Gifted and Talented Division
Minnesota State Department of Education
500 Cedar Avenue
St. Paul, Minnesota 55101

Consultant for Mentally Gifted
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Consultant for Mentally Gifted
California State Department of Education
214 West First Street, Room 803-A
Los Angeles, California 90012

Consultant for Gifted and Talented
Connecticut State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115

Consultant for the Gifted
Florida State Department of Education
319 Knott Building
Tallahassee, Florida 32304

Consultant for the Gifted
Georgia State Department of Education
State Office Building
Atlanta, Georgia 30334

Council for Exceptional Children (CEC)
Talented and Gifted
1920 Association Drive
Reston, Virginia 22091

The Council of State Directors of Programs for the Gifted
Florida State Department of Education
319 Knott Building
Tallahassee, Florida 32304

Creative Education Foundation
1300 Elmwood Avenue
Buffalo, New York 14222

Education for the Gifted
Special Education, Department of Education
Roger Williams Building
Providence, Rhode Island 02908

ERIC Clearinghouse for the Gifted and Talented
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Executive High School Internships
680 Fifth Avenue
New York, New York 10019

Explorers' Club
46 East Seventieth Street
New York, New York 10021

Florida Association for the Gifted
University of Southern Florida
Special Education
Tampa, Florida 33620

Gifted Child Association of San Fernando Valley
17915 Ventura Boulevard #230
Encino, California 91316

The Gifted Child Research Institute
300 West Fifty-Fifth Street
New York, New York 10019

Gifted Child Section
North Carolina State Department of Public Instruction
Raleigh, North Carolina 27602

The Gifted Child Society, Inc.
59 Glen Gray Road
Oakland, New Jersey 07436

Gifted Students Foundation
12810 Hillcrest Avenue #120
Dallas, Texas 75230

Georgia Association for Gifted Education
P.O. Box 557
Alamo, Georgia 30411

Intellectually Gifted Child Study Group
Education Division
Johns Hopkins University
Baltimore, Maryland 21218

Intertel
207 West Leith Street
Fort Wayne, Indiana 46807

Michigan Association for the Academically Talented, Inc.
517 Chamberlain Street
Flushing, Michigan 48433

Minnesota Council for the Gifted
4567 Gaywood Drive
Minnetonka, Minnesota 55331

Multi-State Consortium for the Gifted
4 Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

National Association for Gifted Children
Route 5, Box 630A
Hot Springs, Arkansas 71901

National Association of Gifted Children and Adults (NAGGA)
8080 Springvalley Road
Cincinnati, Ohio 45236

National Honor Society
1904 Association Drive
Reston, Virginia 22090

National Merit Scholarship Corporation
99 Grove Street
Evanston, Illinois 60201

National State Leadership Training Institute on the Gifted and Talented
316 West Second Street, Suite 708
Los Angeles, California 90012

Nebraska Association for the Gifted
Lincoln Public Schools
Administration Building
Lincoln, Nebraska 68508

Northeast Exchange
Educational Improvement Center
New Jersey Department of Education
RD 4, Box 209
Sewell, New Jersey 08080

Office of the Gifted and Talented
U.S. Office of Education
Donohoe Building
400 Sixth & D Streets, S.W.
Room 3827
Washington, D.C. 20202

Office of the Gifted and Talented
U.S. Office of Education, Region I
John F. Kennedy Federal Building
Government Center
Boston, Massachusetts 02203

Office of the Gifted and Talented
U.S. Office of Education, Region II
Federal Building, Room 3954
26 Federal Plaza
New York, New York 10007

Office of the Gifted and Talented, Region II
State Education Department
Room 314A, Main Building
Albany, New York 12224

Office of the Gifted and Talented
U.S. Office of Education, Region III
401 North Broad Street
Philadelphia, Pennsylvania 19108

Office of the Gifted and Talented
U.S. Office of Education, Region IV
50 Seventh Street, N.E.
Room 550
Atlanta, Georgia 20223

Office of the Gifted and Talented
U.S. Office of Education, Region V
HEW-OE Thirty-Second Floor
300 South Wacker Drive
Chicago, Illinois 60606

Office of the Gifted and Talented
U.S. Office of Education, Region VI
1114 Commerce Street
Dallas, Texas 75202

Office of the Gifted and Talented
U.S. Office of Education, Region VII
Federal Office Building
601 East Twelfth Street
Kansas City, Missouri 64106

Office of the Gifted and Talented
U.S. Office of Education, Region VIII
Federal Office Building, Room 9017
1961 Stout Street
Denver, Colorado 80202

Office of the Gifted and Talented
U.S. Office of Education, Region IX
Federal Office Building
50 Fulton Street
San Francisco, California 94102

Office of the Gifted and Talented
U.S. Office of Education, Region X
Mail Stop 628
1321 Second Avenue
Seattle, Washington 98101

Ohio Association for the Gifted
2320 McKinley Avenue
Lakewood, Ohio 44107

Pennsylvania Association for the Study and Education of the Mentally Gifted
Wilkes College
Wilkes-Barre, Pennsylvania 18703

Programs for the Gifted
Illinois State Office of Public Instruction
316 South Second Street
Springfield, Illinois 62706

Programs for the Gifted and Talented
Pennsylvania Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126

Special Education
State Department of Education
1322 East Grace Street
Richmond, Virginia 23216

State Advisory Committee for the Gifted and Talented
Division of Curriculum Instruction
Old Capitol Building
Olympia, Washington 98504

Structure of Intellect Institute
214 Main Street
El Segundo, California 90245

Study of Mathematically Precocious Youth (SMPY)
Department of Psychology
127 Ames Hall
The Johns Hopkins University
Baltimore, Maryland 21218

Texas Association for the Education of the Gifted
P.O. Box 547
Austin, Texas 78767

HANDICAPPED

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

American Academy for Cerebral Palsy
1255 New Hampshire Avenue, N.W.
Washington, D.C. 20036

American Association for the Education of the Severely/Profoundly Handicapped
P.O. Box 15287
Seattle, Washington 98115

American Association of Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Association of Psychiatric Services for Children
250 West Fifty-Seventh Street
New York, New York 10019

American Association for Rehabilitation Therapy, Inc.
P.O. Box 93
North Little Rock, Arkansas 72116

American Association of Special Educators
107-20 125th Street
Richmond Hill, New York 11419

American Association of University Affiliated Programs for the Developmentally Disabled
1100 Seventeenth Street, N.W.
Washington, D.C. 20036

American Association of Workers for the Blind
1511 K Street, N.W.
Suite 637
Washington, D.C. 20005

American Coalition of Citizens with Disabilities, Inc.
1346 Connecticut Avenue, N.W.
Room 817
Washington, D.C. 20036

American Congress of Rehabilitation Medicine
30 North Michigan Avenue
Chicago, Illinois 60602

American Council of the Blind
1211 Connecticut Avenue, N.W.
Suite 506
Washington, D.C. 20036

American Deafness and Rehabilitation Association
814 Thayer Avenue
Silver Spring, Maryland 20910

American Foundation for the Blind, Inc.
15 West Sixteenth Street
New York, New York 10011

American Foundation for the Overseas Blind
22 West Seventeenth Street
New York, New York 10011

American Organization for Rehabilitation through Training
Federation (ORT)
817 Broadway
New York, New York 10003

American Physical Therapy Association
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

American Printing House for the Blind, Inc.
1839 Frankfort Avenue
Louisville, Kentucky 40206

American Rehabilitation Committee
21 East Twenty-First Street
New York, New York 10010

American Rehabilitation Counseling Association
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Rehabilitation Foundation
1800 Chicago Avenue
Minneapolis, Minnesota 55404

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

American Speech and Hearing Association
10701 Rockville Pike
Rockville, Maryland 20850

Association for Children with Learning Disabilities (ACLD)
5225 Grace Street
Pittsburgh, Pennsylvania 15236

Association for Education of the Visually Handicapped, Inc.
919 Walnut Street--Fourth Floor
Philadelphia, Pennsylvania 19107

Association of Rehabilitation Facilities, Inc.
5530 Wisconsin Avenue, #955
Washington, D.C. 20015

The Association on Handicapped Student Service Programs in Postsecondary Education
Services for the Handicapped Students
102 Administration Building
Kent State University
Kent, Ohio 44242

The Association on Handicapped Student Service Programs in Postsecondary Education
Specialized Student Services
Southern Illinois University
Carbondale, Illinois 62901

Blinded Veterans Association
1735 DeSales Street, N.W.
Washington, D.C. 20036

Braille Institute of America, Inc.
741 North Vermont Avenue
Los Angeles, California 90029

Bureau of Education for the Handicapped
Office of Education
U.S. Department of Health, Education and Welfare
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Canadian National Institute for the Blind
1929 Bayview Avenue
Toronto 17, Ontario, Canada

Center for Independent Living
2539 Telegraph Avenue
Berkeley, California 94704

Christian Record Braille Foundation, Inc.
4444 South Fifty-Second Street
Lincoln, Nebraska 68506

The Clearinghouse On The Handicapped
Office of Information and Resources for the Handicapped (DHEW)
Room 338D, Hubert Humphrey Building
200 Independence Avenue, S.W.
Washington, D.C. 20201

Clovernook Printing House for the Blind
7000 Hamilton Avenue
Cincinnati, Ohio 45231

The College for Teachers of the Blind
Royal School for the Blind
Church Road, North
Wavertree
Liverpool L15 6TQ, England

Committee for the Handicapped
People to People Program
1028 Connecticut Avenue, N.W.
Suite 610 LaSalle Building
Washington, D.C. 20036

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Council of Organizations Serving the Deaf
P.O. Box 894
Columbia, Maryland 21044

Council of State Administrators of Vocational Rehabilitation
1522 K Street, N.W.
Suite 610
Washington, D.C. 20005

Crippled Children's Service
Bureau of Community Health Services
Public Health Service
U.S. Department of Health, Education and Welfare
5600 Fishers Lane
Rockville, Maryland 20852

Deafness Rehabilitation R&T Center
New York University
80 Washington Square East
New York, New York 10003

Deafness Research Foundation
366 Madison Avenue
New York, New York 10017

Developmental Disabilities Office
Office of Human Development
U.S. Department of Health, Education and Welfare
330 C Street, S.W.
Washington, D.C. 20201

Disability Rights Center
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Disabled American Veterans National Headquarters
P.O. Box 14301
Cincinnati, Ohio 45214

Disabled American Veterans National Service and Legislation
Headquarters
807 Maine Avenue, S.W.
Washington, D.C. 20024

Disabled in Action, Ltd.
175 Willoughby Street
Apartment 11-H
Brooklyn, New York 11201

Division for the Blind and Physically Handicapped
Library of Congress
Washington, D.C. 20542

Down's Syndrome Congress
1709 Frederick Street
Cumberland, Maryland 21502

Employment and Training Administration
U.S. Department of Labor
600 D Street, S.W.
Washington, D.C. 20201

Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036

Episcopal Guild for the Blind
157 Montague Street
Brooklyn, New York 11201

ERIC Clearinghouse of the Handicapped and Gifted
1920 Association Drive
Reston, Virginia 22091

Federation of Children with Special Needs
120 Boylston Street
Room 338
Boston, Massachusetts 02116

Federation of the Handicapped, Inc.
211 West Fourteenth Street
New York, New York 10011

Fight for Sight, Inc.
41 West Fifth-Seventh Street
New York, New York 10019

Friends of Handicapped Children
3877 Shasta Street
P.O. Drawer 99490
San Diego, California 92109

Gallaudet College
Florida Avenue at Seventh Street, N.E.
Washington, D.C. 20002

Goodwill Industries of America
9200 Wisconsin Avenue, N.W.
Washington, D.C. 20014

Guide Dog Foundation for the Blind
109-19 Seventy-Second Avenue
Forest Hills, New York 11375

Guiding Eyes for the Blind, Inc.
106 East Forty-First Street
New York, New York 10017

Handicapped Artists of America, Inc.
8 Sandy Lane
Salisbury, Massachusetts 01950

Handy-Cap Horizons, Inc.
3250 East Loretta Drive
Indianapolis, Indiana 46227

Head Quarters AFMSC-SGPC
Air Force Medical Science Center
Brooks Air Force Base, Texas 78235

Housing Committee for the Physically Handicapped, Inc.
c/o Department of Social Services
Room 6111
Harlem Hospital Center
506 Lenox Avenue
New York, New York 10037

Howe Press of Perkins School for the Blind
175 Beacon Street
Watertown, Massachusetts 02172

The Industrial Home for the Blind
57 Willoughby Street
Brooklyn, New York 11201

Institute for the Crippled and Disabled Rehabilitation and
Research Center
340 East Twenty-Fourth Street
New York, New York 10010

Institute of Rehabilitation Medicine
Learning and Resources Facility
New York University Medical Center
400 East Thirty-Fourth Street
New York, New York 10016

International League of Societies for the Mentally Handicapped
Rue Forestiers 12
B-1050
Brussels, Belgium

International Parents' Organization of the Alexander Graham Bell
Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

International Society for Rehabilitation of the Disabled
219 East Forty-Fourth Street
New York, New York 10017

Jewish Braille Institute of America, Inc.
110 East Thirtieth Street
New York, New York 10016

Jewish Occupational Council
114 Fifth Avenue
New York, New York 10011

John Milton Society for the Blind
366 Fifth Avenue
New York, New York 10001

The Joint Handicapped Council
720 West 181st Street
New York, New York 10033

Junior National Association of the Deaf
Gallaudet College
Seventh and Florida Avenue, N.E.
Washington, D.C. 20002

Louis Braille Foundation for Blind Musicians, Inc.
112 East Nineteenth Street
New York, New York 10003

Matilda Ziegler Magazine for the Blind
20 West Seventeenth Street
New York, New York 10011

Multi-Resource Center
1900 Chicago Avenue, South
Minneapolis, Minnesota 55404

Muscular Dystrophy Association of America, Inc.
810 Seventh Avenue
New York, New York 10019

National Accreditation Council for Agencies Serving the Blind
and Visually Handicapped
79 Madison Avenue
New York, New York 10016

National Amputation Foundation
12-45 150th Street
Whitestone, Long Island, New York 11357

National Association for Mental Health, Inc.
1800 North Kent Street
Arlington, Virginia 22209

National Association for Retarded Citizens
2709 Avenue E, East
P.O. Box 6109
Arlington, Texas 76011

National Association for Visually Handicapped, Inc.
3201 Balboa Street
San Francisco, California 94121

National Association of Hearing and Speech Agencies
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association of State Directors of Special Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Association of State Mental Health Program Directors
1001 Third Street, S.W.
Washington, D.C. 20024

National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association of the Physically Handicapped
2810 Terrace Road, S.E.
Apartment A-465
Washington, D.C. 20020

National Association of Vocational Education Special Needs Personnel
54 Langer Circle
West St. Paul, Minnesota 55118

National Braille Association
86 Godwin Avenue
Midland Park, New Jersey 07432

National Braille Press, Inc.
88 Saint Stephen Street
Boston, Massachusetts 02115

National Center for Deaf-Blind Youths and Adults
105 Fifth Avenue
New Hyde Park
Long Island, New York 11040

National Center for Health Services Research
5600 Fishers Lane
Rockville, Maryland 20852

National Center for Health Statistics
5600 Fishers Lane
Rockville, Maryland 20852

National Center on Educational Media and Materials for the Handicapped
356 Arps Hall
1945 North High Street
Columbus, Ohio 43210

National Congress of Organizations of the Physically Handicapped, Inc.
6106 North Thirtieth Street
Arlington, Virginia 22207

National Congress of Organizations of the Physically Handicapped, Inc.
7611 Oakland Avenue
Minneapolis, Minnesota 55423

National Council of Community Mental Health Centers
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

National Cystic Fibrosis Research Foundation
3379 Peachtree Road, N.E.
Atlanta, Georgia 30326

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

National Epilepsy League
116 South Michigan Avenue
Chicago, Illinois 60603

National Eye Institute
9000 Rockville Pike
Bethesda, Maryland 20014

National Federation of the Blind
218 Randolph Hotel Building
Des Moines, Iowa 50309 (National Headquarters)

or

1346 Connecticut Avenue
Suite 212
Washington, D.C. 20036

National Foundation/March of Dimes
1275 Mamaroneck Avenue
White Plains, New York 10605

National Heart and Lung Institute
9000 Rockville Pike
Bethesda Maryland 20014

National Hemophilia Foundation
25 West Thirty-Ninth Street
New York, New York 10018

National Industries for the Blind
1455 Broad Street
Bloomfield, New Jersey 07003

National Information and Referral Service for Autistic and Autistic-Like Persons
306 Thirty-First Street
Huntington, West Virginia 25702

The National Information Center for the Handicapped
1201 Sixteenth Street, N.W.
Suite 607E
Washington, D.C. 20036

National Institute for Occupational Safety and Health
12420 Parklawn Drive
Rockville, Maryland 20852

National Institute of Allergy and Infectious Diseases
9000 Rockville Pike
Bethesda, Maryland 20014

National Institute of Arthritis, Metabolism and Digestive Diseases
9000 Rockville Pike
Bethesda, Maryland 20014

National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

National Institute of Neurological and Communicative Disorders and Stroke
9000 Rockville Pike
Bethesda, Maryland 20014

National Institute on Mental Retardation
Kinsman NIMR Building
York University Campus
4700 Kelle Street
Downsview (Toronto)
Ontario, Canada M3J 1P3

National Kidney Foundation
116 East Twenty-Seventh Street
New York, New York 10016

National Multiple Sclerosis Society
205 East Forty-Second Street
New York, New York 10017

National Paraplegia Foundation
333 North Michigan Avenue
Chicago, Illinois 60601

National Rehabilitation Association
1522 K Street, N.W.
Suite 1120
Washington, D.C. 20005

National Rehabilitation Counseling Association
1522 K Street, N.W.
Suite 1110
Washington, D.C. 20005

National Retinitis Pigmentosa Foundation
8331 Mindale Circle
Baltimore, Maryland 21207

National Society for Autistic Children
621 Central Avenue
Albany, New York 12206

National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, New York 10016

National Tay-Sachs and Allied Diseases Association
Room 1617
200 Park Avenue, South
New York, New York 10003

National Therapeutic Recreation Society
National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

National Wheelchair Athletic Association
40-24 Sixty-Second Street
Woodside, New York 11377

Office of Information and Resources for the Handicapped
Office of Human Development
U.S. Department of Health, Education and Welfare
200 Independence Avenue, S.W.
Washington, D.C. 20201

Paralyzed Veterans of America
7315 Wisconsin Avenue, N.W.
Washington, D.C. 20014

Paraplegics Manufacturing Company, Inc.
304 North York Road
Bensenville, Illinois 60106

Parkinson's Disease Foundation
William Black Medical Research Building
640 West 168th Street
New York, New York 10032

Partners of the Americas Rehabilitation-Social Education Program
2001 S Street, N.W.
Washington, D.C. 20009

Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172

Physical Education and Recreation for the Handicapped
Information and Research Utilization Center
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

President's Committee on Employment of the Handicapped
1111 Twentieth Street, N.W.
Suite 636
Washington, D.C. 20036

President's Committee on Mental Retardation
Seventh and D Streets, S.W.
Washington, D.C. 20201

Recording for the Blind, Inc.
215 East Fifty-Eighth Street
New York, New York 10022

Regional Rehabilitation Institute
University of Denver
Colorado Seminary
Denver, Colorado 80631

Regional Rehabilitation Institute
Columbia University
School of Social Work
622 West 113th Street
New York, New York 10025

Regional Rehabilitation Research Institute
George Washington University
1828 L Street, N.W.
Suite 704
Washington, D.C. 20036

Regional Rehabilitation Research Institute
Portland State University
P.O. Box 751
Portland, Oregon 97207

Regional Rehabilitation Research Institute
School of Education
University of Michigan
Ann Arbor, Michigan 58109

Rehabilitation Engineering Center
Cerebral Palsy Research Foundation of Kansas, Inc.
4320 East Kellogg Street
Wichita, Kansas 67218

Rehabilitation Engineering Center
Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115

Rehabilitation Engineering Center
Kruzen Research Center
Moss Rehabilitation Hospital
Twelfth Street and Tabor Road
Philadelphia, Pennsylvania 19141

Rehabilitation Engineering Center
Northwestern University
345 East Superior Street
Room 1441
Chicago, Illinois 60611

Rehabilitation International USA
20 West Fortieth Street
New York, New York 10018

Rehabilitation Services Administration
Office of Human Development
330 C Street, S.W.
Washington, D.C. 20201

Research and Training Center in Mental Retardation
Texas Tech University
P.O. Box 4510
Lubbock, Texas 79409

Research to Prevent Blindness, Inc.
598 Madison Avenue
New York, New York 10022

Royal Commonwealth Society for the Blind
Commonwealth House
Heath Road
Hayward's Heath
Sussex RH16 3AZ, England

Royal National Institute for the Blind
224 Great Portland Street
London WIN 6AA, England

The Seeing Eye, Inc.
P.O. Box 375
Morristown, New Jersey 07960

Sex Information and Education of the U.S. (SIECUS)
1855 Broadway
New York, New York 10023

Society for the Rehabilitation of the Facially Disfigured, Inc.
550 First Avenue
New York, New York 10016

Southwestern Ohio Coalition for the Handicapped (SOC)
P.O. Box 43217
Cincinnati, Ohio 45243

Spastics Society
12 Park Crescent
London, WIN
4 EQ, England

Speech Communication Association
Statler Hilton Hotel
New York, New York 10001

Speech Foundation of America
152 Lombardy Road
Memphis, Tennessee 38111

Stout Rehabilitation Research and Training Center
University of Wisconsin
Menomonie, Wisconsin 54751

Teletypewriters for the Deaf, Inc.
P.O. Box 28332
Washington, D.C. 20005

Therapeutic Recreation Information Center
University of Oregon
1579 Agate Street
Eugene, Oregon 97403

Typewriters for the Deaf, Inc.
P.O. Box 622
Indianapolis, Indiana 46206

United Cerebral Palsy Associations, Inc.
66 East Thirty-Fourth Street
New York, New York 10016

United Ostomy Association, Inc.
1111 Wilshire Boulevard
Los Angeles, California 90017

United States Wheelchair Sports Fund
40-24 Sixty-Second Street
Woodside, New York 11377

Vocational Rehabilitation for Disabled Veterans
Veterans Administration
810 Vermont Avenue, N.W.
Washington, D.C. 20420

Vocational Rehabilitation Research and Training Center
University of Arkansas
Fayetteville, Arkansas 72701

Vocational Rehabilitation Research and Training Center
University of West Virginia
Institute, West Virginia 25112

Volunteer Services for the Blind, Inc.
919 Walnut Street
Philadelphia, Pennsylvania 19107

Waisman Center on Mental Retardation and Human Development
University of Wisconsin
2605 Marsh Lane
Madison, Wisconsin 53706

Welfare of the Blind, Inc.
5647 Bent Branch Road
Washington, D.C. 20016

Xavier Society for the Blind
154 East Twenty-Third Street
New York, New York 10010

Ethnic/Racial Minorities - HISPANICS

Advisory Committee on Education of Spanish and Mexican Americans
400 Maryland Avenue, S.W.
Washington, D.C. 20202

ASPIRA
296 Sixth Avenue
New York, New York 10003

Association for Cross-Cultural Education and Social Studies
4701 Willard Avenue
Suite 102
Washington, D.C. 20015

Center for Latin American Studies
319 Grinter Hall
University of Florida
Gainesville, Florida 32611

Centro Hispano Catolico
130 N.E. Second Street
Miami, Florida 33132

Chicano Studies Center
University of California
405 Hilgard Avenue
Los Angeles, California 90024

Chicano Training Center
3520 Montrose, Suite 216
Houston, Texas 77006

Community Action on Latin America
731 State Street
Madison, Wisconsin 53703

El Congress Nacional De Asuntos Colegiates
One Dupont Circle, N.W.
Suite 400
Washington, D.C. 20036

Hispanic Institute in the United States
612 West 166th Street
New York, New York 10027

Institute for the Study of the Hispanic American in U.S. Life and History
4330 Cedarlake Court
Alexandria, Virginia 22309

League of United Latin American Citizens
National Educational Service Centers, Inc.
400 First Street, Suite 716
Washington, D.C. 20001

Mexican American Chamber of Commerce and Industry of Chicago
868 North Wabash
Chicago, Illinois 60611

Mexican American Women's National Association
P.O. Box 23656
L'Enfant Plaza
Washington, D.C. 20024

National Association of Cuban American Women
3900 Connecticut Avenue, N.W.
Washington, D.C. 20008

National Chicano Foundation, Inc.
P.O. Box 9496
San Antonio, Texas 78204

National Concilio of America
P.O. Box 26964
San Jose, California 95159

National Conference of Puerto Rican Women
P.O. Box 4804
Washington, D.C. 20008

National Council of La Raza
1725 I Street, N.W.
Suite 210
Washington, D.C. 20006

National Council of Puerto Rican Volunteers
541 South Sixth Avenue
Mount Vernon, New York 10550

National Education Task Force de la Raza
Graduate School of Education
University of California
405 Hillgard Avenue
Los Angeles, California 90024

National Latin American Federation
P.O. Box 342
Cheyenne, Wyoming 82001

National Puerto Rican Forum
450 Park Avenue, South
New York, New York 10016

Office of Spanish Speaking American Affairs
400 Maryland Avenue, S.W.
Room 1152
Washington, D.C. 20202

Padres Asociados Para Derechos, Religiosos, Educativos & Sociales
3112 West Ashby
San Antonio, Texas 78228

Puerto Rican Research and Resource Center
1529 Connecticut Avenue, N.W.
Washington, D.C. 20036

Secretariat for the Spanish Speaking
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Jobs for Progress
9841 Airport Boulevard
Suite 1020
Los Angeles, California 90045

Southwest Alliance for Latin America
555 East Constitution Avenue
Norman, Oklahoma 73069

Southwest Regional Office for Spanish Speaking
P.O. Box 7306
San Antonio, Texas 78207

MIGRANTS

American Friends Service Committee
160 North Fifteenth Street
Philadelphia, Pennsylvania 19102

Arizona Migrant Child Education Lab (AMCEL)
College of Education
Arizona State University
Tempe, Arizona 85281

Broward County Migrant Education Center
Region III
160 North Fifteenth Street
Ft. Lauderdale, Florida 33311

Bureau of Migrant Education
State Education Department
Albany, New York 12224

Bureau of Migrant Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Center for the Study of Migrant and Indian Education
P.O. Box 329
Toppenish, Washington 98948

Education Center
Central Michigan University
Mt. Pleasant, Michigan 48858

East Coast Migrant Project
1325 Massachusetts Avenue, N.W.
Washington, D.C. 20005

ERIC Clearinghouse on Rural Education and Small Schools
Box 3 AP
New Mexico State University
Las Cruces, New Mexico 88003

Geneseo Migrant Center
State University
College of Arts and Science
Geneseo, New York 14454

Indian and Migrant Programs Division
Office of Child Development
P.O. Box 1182
Washington, D.C. 20013

Juarez-Lincoln Center
National Migrant Information Clearinghouse
3001 South Congress Avenue
Austin, Texas 78704

Migrant Child Education
State Department of Education
1533 West Jefferson Street
Phoenix, Arizona 85007

Migrant Division
Department of Labor
601 D Street, N.W., Room 314
Washington, D.C. 20213

Migrant Education
Office of Superintendent of Public Instruction
Old Capitol Building, Room 310
Olympia, Washington 98504

Migrant Education
Oregon Board of Education
P.O. Box 420
Lansing, Michigan 48902

Migrant Education Center
P.O. Box 948
Grifton, North Carolina 28530

Migrant Education Program
State Department of Public Instruction
Raleigh, North Carolina 27602

Migrant Education Program
State Department of Education
State Office Building
Denver, Colorado 80203

Migrant Education Resource Center
312 Third Street, South
Nampa, Idaho 83651

Migrant Education Section
State Department of Education
Knott Building
Tallahassee, Florida 32304

Migrant Education Service Center
3000 Market Street, S.W.
Salem, Oregon 97301

Migrant Educational Development Center
800 Brazos
Austin, Texas 78701

Migrant Legal Action Program
1820 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Migrant Program
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Migrant Programs Branch
U. S. Office of Education
Seventh & D Streets, S.W.
Washington, D.C. 20202

Migrant Student Record Transfer System (MSRTS)
Arch Ford Education Building
Little Rock, Arkansas 72201

Mobile Head Start Program
Texas Migrant Council, Inc.
2220 Santa Ursula
Laredo, Texas 78040

National Association Migrant Education (NAME)
Elsberry Building
224 South Main Street
Belle Glade, Florida 33430

National Committee on the Education of Migrant Children
145 East 32nd Street
New York, New York 10016

National Sharecropper Fund, Inc.
1346 Connecticut Avenue N.W.
Washington, D.C. 20036

Office of MigrantEducation
State Department of Education
107 West State Street
Trenton, New Jersey 08625

Rural Education Association
515 Education Center
Cedar Falls, Iowa 50613

State Department of Education
Idaho State Office Building
Boise, Idaho 83707